



Manual

with **Visitation Guidelines**

of the

European
Evangelical
Accrediting
Association

A Network for Theological Education

Fifth Edition, 2012

This manual contains the EEAA's membership and accreditation procedures and standards, and the guidelines for on-site visitations.

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Preamble

This Fifth Edition of the Manual of the European Evangelical Accrediting Association contains information concerning the EEAA network of European theological schools, as well as parameters, procedures and tools for accreditation of evangelical theological education. The Manual's general purpose is to help improve the services and the quality of theological schools through networking and accreditation, in order to foster ministry effectiveness, academic achievement and spiritual growth. It also seeks to help schools award their degrees in harmony with national and European quality assurance standards.

Since the Fourth Edition of the EEAA Manual in 2006, some minor procedural changes, clarifications and the addition of new policies have led the EEAA Council to authorize the writing of this Fifth Edition 2011 of its Manual. It is important to note that **no major changes have been effected to the Accreditation Standards and Procedures** published in the Fourth edition in 2006.

The manual has been organized in five main parts. The first defines the **Identity and the Mission** of the EEAA which, in addition to its historic distinctiveness as an accreditation association, is evolving in its self-understanding as a network of European theological institutions. The second part is dedicated to **Membership**, and describes the standards and procedures for membership in the EEAA. The third part contains vital information about **EEAA Accreditation**, from procedures, stages and standards and guidelines in preparing a Self Evaluation Report. The fourth part groups together several important **Appendices** while the last part contains several **Forms** that will be needed in different stages. Schools interested in EEAA accreditation will make use of the entire manual, while schools interested only in becoming part of the EEAA network will need to consult the first and second chapters and selected appendices.

In presenting this minor updating of our Manual, we offer it as a tool in helping our stakeholders progress toward greater fitness for service, for God's greater glory in Europe.

For the EEAA Council,

Dr Göran Janzon, Chairman
April 2012

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Identity and Mission

EEAA Manual - Fifth Edition, 2011

1.1

The EEAA is European

The EEAA is a not-for-profit, tax exempt association funded by membership fees and governed by a General Assembly of member schools which meets on a bi-annual basis. The European Evangelical Accrediting Association (EEAA) was officially founded by the delegates of 23 schools on October 31, 1979, at St. Chrischona (Switzerland). To date, approximately 75 institutions have joined forces with the EEAA. The work of the association is carried out by a Council and a Coordinator (see *EEAA Governance* 4.5).

The EEAA is European in that its main constituency is formed by European institutions of evangelical theology. Each institution reflects its own national culture, history, and ecclesiological affiliation and contributes to the wealth of experience and diversity in European theological education. Besides serving European schools, the EEAA also seeks to cultivate a meaningful relationship with churches, denominations and evangelical organizations that are based in Europe. These relationships are particularly important as the EEAA works to keep theological education relevant and sensitive to the needs of the churches.

The EEAA is also European in that it aims to be sensitive to higher education issues in Europe and encourages its schools to adapt to the variable national situations.

1.2

The EEAA is Evangelical

The EEAA is “evangelical” in that it serves schools within the evangelical community in Europe. The EEAA is an affiliate member of the *European Evangelical Alliance* (EEA) and all member schools subscribe to the statement of faith of the EEA or to that of their respective national evangelical alliances. The EEAA is also a full member of the *International Council for Evangelical Theological Education* (ICETE) through which it is

linked to eight evangelical quality assurance agencies across the world representing over 1000 training institutes of theology worldwide (see 4.7).

To strengthen the link with evangelical Christianity, the EEAA also has a Council of Reference composed of the key European evangelical leaders.

The mission of the EEAA is to help define the core values, contents, objectives and methodologies of evangelical theological education. Since the EEAA is committed to guaranteeing this evangelical ethos, churches, missions, denominations and evangelical service groups will be reassured in sending and receiving students from schools that are part of the EEAA network. The EEAA wishes to act on behalf of the evangelical community in Europe by setting standards that represent the interests and needs of the latter, thus helping theological schools produce the kind of graduates needed by the churches.

In brief, the EEAA provides a network for like-minded evangelical schools and accreditation within a framework which combines a selection of European higher education features, international comparators and the values of evangelical theology. Since fitness for purpose in theological education also involves transformation, EEAA's accreditation is based on core values that are more than just academic standards. In EEAA accreditation, schools will find both academic and organizational rigour similar to what is required by secular higher educational standards, as well as the typical values of evangelical leadership training, such as sound doctrine and practice, discipleship, spiritual mentoring, personal growth and practical ministry effectiveness.

1.3

The EEAA is a Networking Association

As globalisation and internationalisation shape the world, networking is becoming the way of the future in higher education. The vision of the EEAA is to respond to the challenges of a changing world and develop an effective and sustainable network of European theological institutions and leaders that can effectively serve one another by connecting their considerable resources in a common evangelical educational enterprise.

The network the EEAA seeks to create is an institutional network that groups academic units together for multiple purposes and projects that deal with multiple aspects and persons involved in theological institutions. Although some specific projects may have a given time span, the network itself remains in place and continues to be shaped by its own members as opportunities and projects arise.

Why a network?

Networking among Christians has been done since the times of the early church as a reflection of the spirit of fellowship and reciprocal service. In today's world many higher education institutions have consorted in common networking ventures under the thrust of changes brought on by globalisation and internationalisation.¹

Globalisation, simply stated, is the process whereby the world has become "smaller", mainly due to progress in information technology, travel opportunity, language homogenisation, as well as political and economical trends. For theological schools, this process has on the one hand offered an expanding international student market as well as new delivery systems permitting distance learning regardless of geographical location. On the other hand it has also meant increasing competition from other schools and from emerging e-learning companies. Students now have more choice and are often more

¹ David Teather, in *Consortia*, Melbourne University Press, 2004, p. 16-27

demanding on services, delivery methods, research opportunities and international exposure. Many smaller institutions cannot face such demands on their own, but they may find solutions in networking with other schools.

Globalisation is also typified by the speed of modern communication, bringing increased pressure on high-stake decision making, where failure to be on the cutting edge may bring the complete closure of an enterprise. This kind of competitive and dynamic environment within a rapidly changing Europe should motivate theological schools to network with their peers to face these challenges together.

Internationalisation is also a key process that makes networking necessary. As the world is becoming smaller, the cultures of the world are being brought together and made to interact. The demands of internationalisation are such that nearly all world-class universities today have some sort of international engagement as a part of their cultivation of excellence. In Europe, internationalisation operates in a unique context represented by a formidably diverse melting pot of cultures that share much history and co-exist in a relatively small territory. As students graduate from theological schools in Europe their international exposure becomes more and more important as they prepare to face working circumstances that will increasingly require them to apply their knowledge and skills in international contexts, even if they never leave their own nation. In these circumstances international networks of education provide the ideal means to achieve critical results.

Membership in the network

There are many advantages to a European network of theological schools: within the network members become acquainted and confident in each other, overcoming cultural and theological barriers in order to enrich each other and stimulate their schools. The bonding and peer friendships within a network also create a forum where problems can be faced together, and solutions elaborated while avoiding the dangers of isolation.

The human resource “multiplier effect” that occurs within a network of higher education is also of great value and the influence of many schools together is much greater than the sum of all participating schools. Many projects (ie. investments in e-learning technology) that cannot be managed by a single school, may well be jointly sponsored within the network and made available to all members. Networking students in theology in exchange programmes (i.e. Erasmus) can also contribute to creating future Christian leaders with a European mind-set that will be able bear a positive influence beyond their national borders and interact significantly in a unified Europe with a greater sense of European evangelical identity.

Many other advantages have been found by higher education networks in Europe and worldwide, such as curriculum innovation and development, student mobility, shared intensive short courses, summer schools, training periods, double diplomas or multinational diplomas, postgraduate activities, mutual knowledge of partners in specific areas of competence, PhD joint supervision, research co-operation and formation of faculty research clusters where members list their areas of interest to collaborate in trans-national research, mobility of teaching staff and course sharing, common alumni databases and placement services for alumni and faculty².

The EEAA network also aims at providing specific services to its members. These could include seminars and upgrading tools for staff and faculty in the areas of management and teaching or contact with other evangelical organizations, foundations, missions and resource providers in Europe and worldwide on behalf of its members. Theological schools that network with other schools and with the European evangelical world at large can benefit from many opportunities of ministering and being ministered to within a healthy and learning community of like-minded men and women with similar dreams and goals.

² Many elements in this list are taken from the experience of CLUSTER, a network of leading European technical universities (Teather, D., ed. *Consortia*, Melbourne University Press, 2004, p.121-133)

To better serve its network, the EEAA publishes [The Theological Educator](#), a magazine dedicated to specific issues in theological education (see www.thetheologicaleducator.net).

Network benefits

The member schools of the EEAA network benefit from the following potential advantages:

- ✓ The requirements for EEAA membership are designed to testify to the quality of schools within evangelical Europe, both to the supporting constituency and among other theological schools. EEAA membership thus well represents tangible evidence of the desire to be a part of what God is doing through theological education in Europe.
- ✓ Being part of the EEAA network enables confident interchange with fellow schools that share common values. This interchange can produce lasting friendships among peers and many profitable enterprises.
- ✓ Mission boards, denominations and service groups welcome an evangelical seal of quality, especially in the case of schools that operate under government or secular university accreditation. If necessary, the EEAA will provide recommendation of its members to foundations.
- ✓ The network is committed to assist in launching and managing networking projects of any member school and in giving them publicity both on the EEAA website and in the EEAA magazine.
- ✓ Member schools will be included in the list of member schools on the EEAA website and can claim EEAA membership on their publications.
- ✓ All schools will receive updated information regarding service benefits, projects, seminars, library grants, and all of the EEAA's publications. Members will also have priority in being invited to participate in reserved events, seminars, consultations and projects.
- ✓ Through the ICETE, member schools will have access to a worldwide network of over 1000 theological schools.
- ✓ Member schools may also benefit from orientation visits to investigate EEAA accreditation and access to quality assurance services for school programmes.
- ✓ Scholarships are occasionally available for on-going training of faculty members of EEAA schools .

Schools interested in joining the EEAA network can request an Orientation Visit from a Council member. Member schools can also request an Orientation Visit to gain advice on accreditation or quality assurance issue. Regular visitation fees apply for this kind of visit.

For additional information about the EEAA network, contact:

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The EEAA is an Accrediting Association

Accreditation is a process which requires prolonged time for self and external evaluation, during which the total institution's setting, programme, structures and life are carefully reviewed. Very simply stated, accreditation (or quality assurance) is the process whereby an external agent verifies the achievement of mutually agreed upon standards. As an accrediting agency, the EEAA comes alongside theological schools to:

- a) help set appropriate outcome standards for programmes;
- b) ensure that institutional management is able to ensure these standards;
- c) verify whether or not the set standards are achieved;
- d) provide qualified guidance to schools on issues of best practice.

Accrediting associations are often perceived as constraining structures that hunt out weaknesses in schools and impose predetermined standards. Rightly understood however, the accreditation process is didactic and is meant to help schools achieve their own objectives and increase their "fitness for purpose" as a theological school. The EEAA strives to help schools ask the right questions and find the answers that fit their context. The EEAA's main task is not to criticise schools, but to provide consultancy, lend expertise and assistance and identify areas of weakness in order to stimulate institutions to greater excellence and relevance.

Here are some benefits for a theological school undergoing the accrediting process outlined in this Manual.

- ✓ Accreditation helps to clearly formulate objectives and to evaluate educational programmes within the framework of these objectives to guarantee and improve fitness for purpose.
- ✓ Evangelical accreditation helps to develop quality objectives and criteria for evaluating both academic and spiritual fitness.
- ✓ EEAA's accreditation process does not contradict, but rather contributes to schools wishing to obtain governmental or ecclesiastical recognition which graduates need for their ministry at home or abroad.
- ✓ Evangelical accreditation sends a positive message to churches concerning the evangelical ethos of a school. It is also an instrument that helps a school preserve its evangelical identity and stability over time, despite leadership turnover.
- ✓ Accreditation helps to establish reliable points of comparison to enhance communication between theological educational institutions.
- ✓ Accreditation helps to foster communication with partner churches, missions and Christian organisations, as well as with churches and organisations abroad. The quality assurance standards and their evaluation form a common vocabulary and frame of reference for mutual understanding and collaboration.
- ✓ Accreditation helps to facilitate the on-going education of graduates, permitting the church to have a wider span of trained leadership for its various ministries
- ✓ Some aspects of the Bologna Process which have been incorporated into the EEAA standards and procedures can help schools prepare for future government review and accreditation opportunities.

Theological schools that do not pursue accreditation may sacrifice quality and hinder hard-working students from attaining recognised degrees desired by the faith communities they serve.

EEAA accreditation and higher education in Europe

The EEAA operates in the field of accreditation within the overall context of European higher learning where the progressive enlargement of the European Union has generated a process of profound change and the realization of a common European Higher Education Area (the EHEA). In this process, a major role is being played by the "Bologna Process"

which currently unites over 47 European Ministers of Education and numerous educational and governmental agencies around the project of creating a common framework of reference for European tertiary education.³

The EEAA Council in recognising the value of the Bologna educational framework and desiring to better contextualise to the European situation, has integrated several of the Bologna tools into its own standards and procedures. At the same time, given that the EEAA is a trans-national, peer-accrediting organization for theological formation that cannot be considered on the par of national ministries of education or of national accrediting agencies, it must be clearly stated that the EEAA does not have the legal authority to *accredit* academic degrees within the single states of the EU. EEAA nomenclature necessarily transcends national degree and nomenclature structures providing only comparability criteria. It should also be clear that, in view of the fact that degree awarding is the prerogative of each school within the legal framework of their own country, the EEAA does not *award* degrees but only certifies levels.

The EEAA accreditation scheme makes a dual statement of comparability to two other existing frameworks. The first is the UNESCO International Standard Classification of Education (ISCED) that supplies a methodology to translate national educational programmes into an internationally comparable set of categories for the levels of education⁴. The second framework is found in the worldwide nomenclature generally recognized within the networks of schools associated with the International Council for Theological Education (ICETE) that provides international evangelical “peer-review accreditation”, and facilitates mutual international recognition between institutions of degrees and programmes. This common theology-degree nomenclature also grants a high level of international recognizability by missions, denominations and potential employers of graduates. Having an accredited programme with the EEAA means that the school’s degrees will usually be recognized by evangelicals worldwide and that the school itself has succeeded in reaching significant quality standards in theological higher education.

Levels of EEAA accreditation

The scenario of evangelical theological education in Europe is varied and, in order to provide relevant quality assurance to as many kinds of schools possible, the EEAA is currently involved in accreditation that uses the following nomenclature leading to a statement of comparability to the following levels.⁵

1. The EEAA **Certificate** certifies to basic short programmes of theological education. They should normally correspond to the equivalent of **one full-time** academic year and consist of **60 ECTS**⁶ credits. There is no ISCED comparability for this kind of programme, whereas in most ICETE-related schools they are referred to as a **Certificate in Theology**. The academic level of these programmes should be equivalent to the first year of the Vocational Bachelor qualification.
2. The EEAA **Diploma** certifies shorter “practically oriented/occupationally specific” programmes of theological education suited particularly, but not exclusively, to those intending to prepare for work in Christian ministries (e.g. Ministry among Children & Youth, Evangelism & Mission). They should normally last **two years** and consist of **120 ECTS** credits. This kind of programme corresponds to the **Minimum Qualification at Level 5B** in the ISCED framework, whereas in most ICETE-related schools they are referred to as a **Diploma in**

³ For a description the Bologna Process see the Council of Europe Higher Education and Research website at http://www.coe.int/T/DG4/HigherEducation/EHEA2010/BolognaPedestrians_en.asp

⁴ For a description of UNESCO/ISCED levels

http://www.uis.unesco.org/TEMPLATE/pdf/iscd/ISCED_A.pdf (paragraphs 80-102 relate to the levels where the EEAA is involved in accreditation).

⁵ Delivery of all the programmes accredited by the EEAA may be either in a residential context or by distance learning. In the latter case, specific requirements apply (see **4.1**).

⁶ For more information on the European Credit Transfer System - ECTS (see **3.2.4**)

Theology (DipTh). The level of these programmes should be equivalent to the first two years of the Vocational Bachelor qualification.

3. The EEAA **Vocational Bachelor** certifies “practically oriented/occupationally specific” programmes of theological education for the professional preparation of candidates for ordination or other forms of recognised Christian service. They should normally last **three years** and consist of **180 ECTS** credits. This kind of programme corresponds to a **First full Qualification** at level **5B** in the ISCED framework, whereas in most ICETE-related schools they are referred to as a **Bachelor of Theology (BTh)**. These programmes are generally of less academic intensity and with a greater emphasis on the practical application of knowledge than is found in the traditional university context.
4. The EEAA **Academic Bachelor** certifies “theoretically based/research preparatory” programmes of theological education. They should normally last **three years** and consist of **180 ECTS** credits. This kind of programme corresponds to the **First Qualification** at level **5A** in the ISCED framework, whereas in most ICETE-related schools it is referred to as a **Bachelor of Arts in... (BA)**. These programmes should be comparable to a first university degree in national higher education (First Cycle in the Bologna Framework).
5. The EEAA **Postgraduate Certificate** certifies either “practically oriented/occupationally specific” or “theoretically based/research preparatory” programmes for those already in possession of an undergraduate degree. In the EHEA their duration is usually **6 months to one year (30 - 60 ECTS)**. Programmes may be consecutive or non-consecutive (i.e. designed for graduates of another field of studies).
6. The EEAA **Vocational Master** certifies “practically oriented/occupationally specific” programmes for the preparation for Christian Ministry of those already in possession of an undergraduate degree. In the EHEA their duration is usually **two years (120 ECTS)**⁷. This kind of programme corresponds to the **Second full Qualification** at level **5B** in the ISCED framework and is referred to in ICETE-related schools as **Master of Theology (MTh)**. Programmes may be consecutive or non-consecutive (i.e. designed for graduates of another field of studies). In this second case many schools extend postgraduate professional training for ordination to three years or **180 ECTS** in order to bring it in line with the internationally acknowledged **Master of Divinity (MDiv)**. Vocational Master programmes are generally of less academic intensity and with a greater emphasis on the practical application of knowledge than is found in the traditional university context.
7. The EEAA **Academic Master** certifies “theoretically based/research preparatory” **1-2 year (90-120 ECTS)** graduate programmes in theological studies. This kind of programme corresponds to the **Second Qualification** at level **5A** in the ISCED framework whereas in most ICETE-related schools they are referred to as a **Master of Arts in... (MA)**. These programmes should be at the same level as a second university degree in national higher education (Second Cycle in the Bologna Framework).
8. The EEAA currently does not accredit doctoral level programmes.

It should be noted that both Bachelor and Master levels contain an important distinction between *vocational* and *academic-oriented* programmes. This distinction reflects an emerging trend in Europe to distinguish tertiary level academic studies from professionally oriented higher education. While both types of studies are of an academic nature and require the acquisition of theoretically-founded structural knowledge and methodological-analytical skills, vocational programmes at each level may emphasise professional applications or more theory-oriented learning.

⁷ Given the significant differences in Europe concerning Master level qualifications, the EEAA will be flexible in considering duration and credits on a case by case basis.

For a more detailed Synopsis of the Standards according to levels see **3.2.15**.

Member schools interested in accreditation can contact the Coordinator or request an Orientation Visit from a Council member to gain advice on accreditation or quality assurance issue. Regular visitation fees apply for this kind of visit.

1.5

Mission Statement

The following key words express the EEAA's Mission statement.

1. **Excellence and fitness for purpose.** The EEAA's entire network of people and services should strive for excellence, aiming at fitness for purpose in all that God has put into our care.
2. **Evangelical.** The EEAA is privileged to serve the entire Evangelical Church community and to inspire by its example its institutions to work in harmony with all Evangelicals for God's greater glory. The EEAA, in the spirit of the European Evangelical Alliance Statement of Faith, respects denominational particularities and traditions, but considers them as secondary to the fundamentals of the Christian faith. The EEAA seek to maintain a balance between clear beliefs held under the Lordship of Christ and an attitude of "gentleness and respect" (1 Peter 3:16) towards all those outside of the evangelical tradition.
3. **Contextual and Relevant.** The EEAA network, located in Europe with its own particular history and context, should serve its constituency in light of the uniqueness and needs of today's European peoples and cultures, while meeting the highest European educational standards. Located in Europe, in a climate of religious and social diversity and freedoms and serious challenges to the Christian faith, the EEAA also exists to meet the diverse leadership needs of the European churches and ministries by empowering and encouraging evangelical theological training institutions in our network.
4. **Missional.** The EEAA does not conceive evangelical theological education as an end in itself, but rather as a means for contributing to the kingdom of God in Europe and beyond through the qualitative and quantitative growth of the Church in Europe. The EEAA believes that theological education must not only produce knowledge and understanding in the minds of students, but also a deep spiritual, life-changing impact that will prepare graduates for effective service and healthy Christian living. The EEAA also believes that that European churches and ministries will benefit as evangelical institutions of higher theological education collaborate and network more closely.
5. **Flexible and Developing.** The EEAA is committed to assisting its member institutions in adapting to the innovations within higher education in Europe and to the changing needs of the evangelical community and the world they are called to serve. The EEAA is also committed to assisting its member institutions in creating a flexible and developing network that will respond to needs and opportunities as they arise.
6. **Accountable** The EEAA does not accredit on behalf of itself, but on behalf of the evangelical Churches of Europe, seeking to encourage the training of workers and leaders in response to the needs and ideas of the evangelical community in Europe, while recognising the dynamic input and contributions of evangelical theological schools to those churches.

Membership Standards and Procedures

EEAA Manual - Fifth Edition, 2011

2.1

Membership categories

The EEAA statutes (see **4.5**) allocate two membership categories: regular membership and associate membership.

- **Regular membership** in the EEAA is open to all evangelical theological educational institutions operating at post secondary level.
- **Associate membership** is open to evangelical organizations such as associations of evangelical theological schools, churches and missions and to individuals. Associate members have a voice but no vote in the General Assembly

2.2

How to become a member of the EEAA

The following steps are necessary to become a member of the EEAA:

1. Fill out the *Membership Application Form* in which you provide basic information and subscribe to the EEAA Core Values (see **5.1** or access the digital form from the EEAA website). Please also provide the documentation required in the

application. Send your application to the EEAA Coordinator⁸ who will confirm reception and submit your application form and supporting documentation to the EEAA Council (the Council meets twice a year in spring and autumn).

2. Following the deliberation of the Council, the Coordinator will notify you in writing either of your membership approval or of further steps that need to be taken.
3. The EEAA Treasurer will send you an initial invoice for the EEAA membership fees and subsequent yearly invoices.⁹ After payment, new member schools may include the statement “Member of the European Evangelical Accrediting Association (EEAA)” or equivalent expression in their publications.
4. The EEAA reserves itself the right to refuse or revoke membership to schools that do not comply with its Core Values. Appeals may be made following the policy laid out in the EEAA website and in section 4.11 of this manual. (see www.eeaa.org/appeals). In cases of severe breaches of the core Values of the EEAA (outlined in this EEAA manual) regular and associate membership may be revoked by the Accrediting Council. Appeals can be made within one month of notification in written form through the coordinator to the General Assembly. Should a school appeal to the general Assembly, then it will be regarded that its membership is suspended pending the decision of the next General Assembly.

2.3

Core Values for EEAA members

Schools applying for regular membership must subscribe to the following core values and be prepared to provide evidence. Given the importance of these core values to theological education, schools that apply for membership are strongly advised to involve all the school's leadership, staff and faculty in subscribing to them. A copy of these values may also be given to each student at the time of enrolment.

| Theological education should be... | Examples of Evidence |
|------------------------------------|--|
| 1. Faithful to doctrine | <ul style="list-style-type: none"> - The school's doctrine and teaching is evangelical and Scripture based. - Faculty members should be mature Christians that abide by the school's doctrinal position - The programme has a robust component of Biblical studies. |
| 2. Trusted by the church | <ul style="list-style-type: none"> - The school is in good standing with the evangelical community and networks with evangelical churches and organizations - Faculty and staff members should have a good standing within the national evangelical community at large, be respectable members of a church and exhibit character traits that are worthy of imitation by the student body. - The school is attentive to the needs and expectations of the community it serves - The school works in partnership with the churches in the training of students |

⁸ All Applications, Questionnaires and Reports must be sent using digital forms that can be found on the EEAA website www.eeaa.eu/forms. Please also send a hard copy)

⁹ For updates on fees and payment information see the EEAA website www.eeaa.eu/fees

| | |
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| 3. Excellent in academics | <ul style="list-style-type: none"> - The school aims at providing educational means that are fit for purpose. - The teaching in the classroom is at an appropriate academic depth. - The school encourages students and faculty to achieve their intellectual potential. - The school trains students to be on-going learners |
| 4. Operating as community | <ul style="list-style-type: none"> - The school functions as a culturally appropriate learning community. - The school's community is seen as a place where spiritual formation, character and service skills are developed. - The school models cooperation by networking with other theological schools |
| 5. Integrated in approach | <ul style="list-style-type: none"> - The school's programmes integrate and balance academic quality, spiritual and personal formation and ministry effectiveness. - The school has a variety of learning activities that are fit to achieve varying outcomes. - This balanced approach is modelled in faculty and staff that shall, wherever possible, actively participate in the life and worship of the theological school and show personal involvement in the physical and spiritual welfare of the students and not only the intellectual and academic needs |
| 6. Aimed at service | <ul style="list-style-type: none"> - The school actively models and promotes servant leadership. - The school should have sound procedures for evaluating the prospective student's commitment to Christian truth, ethics, values and community - The school's programme aims at training graduates who will be able to serve in changing contexts. - The school's programme should aim at fitness for purpose, and generally should include evaluated ministry experience - The schools offers vocational and ministerial guidance to its students and graduates |
| 7. Focused on outcomes | <ul style="list-style-type: none"> - The activities of the school are inspired by the intended outcomes in the lives of its alumni and the kingdom - The school has a carefully formulated mission statement and strategic plan |
| 8. Evaluated with integrity | <ul style="list-style-type: none"> - The school has procedures for internal quality assurance. - The school continuously reviews its objectives, programmes, and entire operation. - The school is accurate, transparent and truthful in its public face. - The school's leadership, staff and faculty are accountable. |
| 9. Governed with competency | <ul style="list-style-type: none"> - The school has a clear legal operation, unambiguous governance structures and joint decision making procedures - The school's governing body is free from conflict of interest. |

| | |
|--|---|
| <p>10. Managed efficiently</p> | <ul style="list-style-type: none"> - The school is run by an efficient administration. - The school's staff and faculty are sufficient in number and suitably qualified. - The school's staff and faculty are provided with adequate working conditions. - The school makes provision for on-going training of its staff and faculty. - The school is transparent, accountable and viable in its financial dealings. |
| <p>11. Effective within context</p> | <ul style="list-style-type: none"> - The school's learning activities, objectives and structure exist in response to its specific context and the needs of its stakeholders. - The school's programme is culturally relevant and appropriately staffed by nationals. - The school fosters a Christian mind and world view that can apply theological knowledge to context. |

Accreditation Standards and Procedures

EEAA Manual - Fifth Edition, 2011

This chapter deals with accreditation procedures and is divided into six sections, beginning from the outline of the stages of accreditation, the standards that need to be achieved at each level, several important special provisions in the accreditation process and provides guidelines for preparing a *Self Evaluation Report*. Sections five and six contain two important forms needed in the accreditation process: the *Preliminary Questionnaire* for Candidate schools and the *Annual Progress Report* for Accredited schools.

All accreditation procedures operate under the EEAA Accreditation Director

Dr Bernhard Ott - Accreditation Director, EEAA.

Email: accreditation@eeaa.eu

3.1

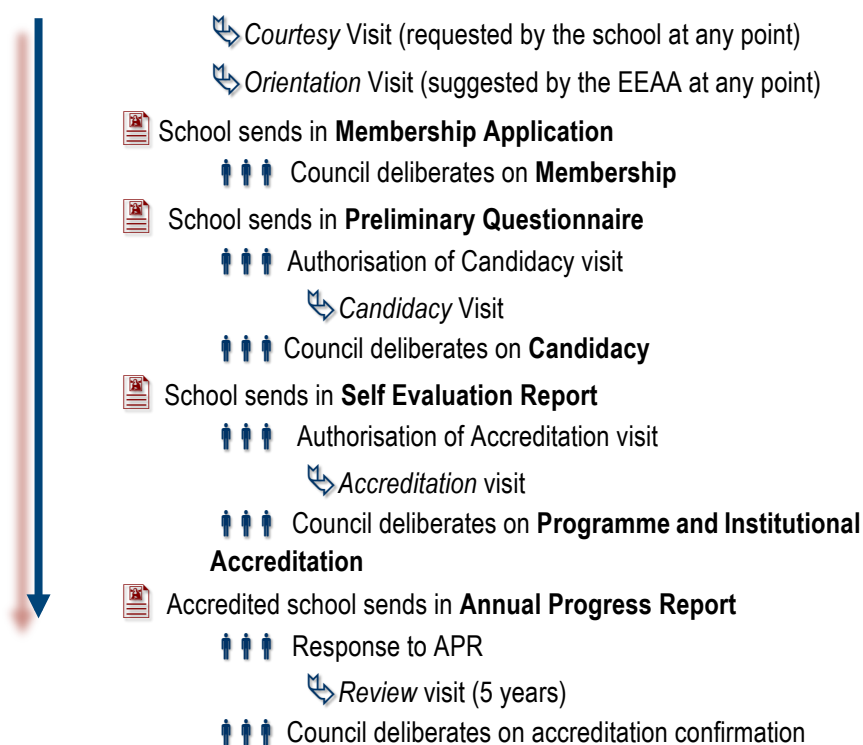
The stages of Accreditation

The process of accreditation can be very demanding, both in terms of content and of time. This section outlines the three steps that need to be taken in the process.

1. Membership
2. Obtaining accreditation
3. Maintaining accreditation

The entire accreditation process usually takes a minimum of one and a maximum of three years. Schools that already have governmental accreditation or validation of their programmes from another university may benefit from certain special provisions that simplify the process of EEAA accreditation (see **3.3.1**).

Accreditation timeline¹⁰



3.1.1

Membership

Regular membership in the EEAA is the first step to programme accreditation. Schools must subscribe to the Core Values of the EEAA and follow the procedures outlined in **2.2** and **2.3**.

3.1.2

How to obtain accreditation

Having obtained membership in the EEAA, a school can begin the procedures that lead to programme accreditation.

It is important to specify that the EEAA accredits *specific programmes* within an institution. Thus the first thing to do in case a school has more than one study programme, is to choose which programme (s) it wishes to have accredited. Programmes may vary both in level (Certificate, Diploma, Bachelor, etc.) and in delivery method (full time residential, distance learning, etc.). If a school wishes to submit more than one

¹⁰ Timeline key: on-site visits, actions initiated by the school, EEAA Council deliberations.

programme for accreditation, the overall institutional evaluation will not have to be repeated, but separate proposals will have to be made for each programme.

Broadly speaking, there are two different phases in accreditation: the first is Candidacy and the second is the actual Programme Accreditation.

1. Candidacy

For a programme to become a Candidate for accreditation, the theological school running the programme is required to have been operating for at least three years and have graduated its first class¹¹. Here are the steps for becoming a Candidate for accreditation:

1. Fill out the *Preliminary Questionnaire* (see **5.2** or visit the EEAA website to access the digital form) and send it to the EEAA Accreditation Director. The EEAA Council will decide whether the school's candidacy can be pursued as a *bona fide case for accreditation* (the Council meets twice a year in spring and autumn).
2. Host a *Candidacy Visit*. Once the school's Preliminary Questionnaire has been approved, the school will be contacted by the EEAA Coordinator to schedule a Candidacy Visit by an EEAA Visiting Evaluation Team (VET). The Coordinator will send the school specific instructions to prepare for this visit and the school will contribute a visitation fee (see www.eeaa.org/fees).
3. After the Candidacy Visit the VET will report to the Accreditation Director and the Council will decide whether to grant Candidate status or not.
4. Once candidate status is granted, Candidate schools may include the claim "EEAA Accreditation Candidate" on their publications. At this point the school begins paying the yearly accreditation fee.

2. Programme accreditation

Obtaining accreditation for specific programmes is the main step in accreditation and the one which will probably take most time and effort. Following are the necessary steps that a Candidate school must follow:

1. Prepare a *Self-Evaluation Report* (SER) (see **3.4**). This document is a thorough evaluation of all major aspects of the institution as well as of the specific programme to be accredited. The SER is prepared and sent to the EEAA Accreditation Director. The Accreditation Director is available to all Candidate schools to provide on-going advice while preparing the self evaluation report.
2. Host an *Accreditation Visit*. After the school's SER has been examined, the school will be contacted by the EEAA Coordinator to schedule an Accreditation visit by an EEAA Visiting Evaluation Team (VET). The Coordinator will send the school specific instructions to prepare for this visit and the school will contribute a visitation fee (see www.eeaa.org/fees).
3. In its comprehensive report following the visit, the VET will report to the EEAA Council through the School Review Form (see **5.4**), and the Accreditation Director will respond communicating either (a) approval and accreditation, (b) denial or (c) approval on conditions (relative to specific aspects to be implemented). **Recommendation** indicate areas of further improvement and development and progression must be reported in the APRs and checked during review visits. **Requirements** indicate areas which call for ultimate action in order to receive or maintain accreditation. For requirements a due date must be specified in the School Review Form (by the VET) or in the Follow-up Form (by the Accreditation

¹¹ Where new programmes in existing schools (ie, schools which have existed for at least three years and a class has graduated) are proposed, the manual requirement - that a first class needs to graduate before a candidate visit is allowed - is not relevant.

Commission/the Council) - either “Prior to accreditation” or a post-accreditation date. In line with best practice in accreditation, a numerical synopsis of the School Review Form will be produced, shown to the school and published on the EEAA website (>Reports).

4. Upon accreditation, the claim “Accredited by the EEAA” may be indicated by the theological school in its publications concerning the accredited programme.
5. The EEAA is required to publish reports of its accreditation activity, therefore a Summary Assessment (see 5.5) will be published on the EEAA website summarizing the categories used in the School Review Form produced during the final accreditation visit. The published report will be updated on the following review visit.

Special provisions are made for schools that have already obtained accreditation through the government, universities or other accrediting agencies (see 3.3.1).

Schools may also submit multiple programmes for accreditation (reduced fees apply for successive programmes).

3.1.3

Maintaining Accreditation

Given that over time schools inevitably make changes to their programmes, faculty and delivery methods, accredited programmes must be regularly reviewed in order to maintain accreditation. Accreditation lasts five years and continuing progression is monitored through the Annual Progress Reports. Every five years schools must undergo a thorough Review Visit.

The following items are necessary for maintaining accreditation.

1. Every year schools are required to **prepare** an *Annual Progress Report* (see 5.3 or download the digital form from the EEAA website) and send it to the EEAA Accreditation Director. Failure to do so can jeopardize accreditation status. The EEAA Accreditation Director and Council will read and discuss these reports and send an evaluation letter that will include commendations, recommendations and requirements. Whereas recommendations represent advice in good practice, requirements must be met for continued accreditation.
2. Every year schools must pay the annual accreditation fees (see www.eeaa.eu/fees).
3. Schools must also host a *Review Visit* every 5 years. The school will be contacted by the EEAA Coordinator to schedule a Review visit by an EEAA Visiting Evaluation Team (VET). The Coordinator will send the school specific instructions to prepare for this visit and the school will contribute a visitation fee.

At the time of the Review Visit, should there be unsolved requirements pertaining to unmet standards, the theological school may undergo a period of probation. Prolonged failure to implement notations will result in the withdrawal of accreditation. Appeals are regulated by policy indicated in section 4.11 of this Manual.

Significant institutional changes are to be reported to the EEAA within one month and major programme reforms are to be discussed with the Accreditation Director before implementation. Whenever a school adds a new specialization/concentration to an existing accredited programme, that school must inform the EEAA before implementing it. Similarly, whenever a new programme is developed, the school should notify the Council and specify in its publications whether the programme is accredited by the EEAA or not.¹²

¹² It must be remembered that the EEAA accredits specific programmes and not entire schools, thus having one programme accredited by the EEAA does not automatically extend the accreditation to

3.2

The Standards for Accreditation

This section of the manual outlines the minimum requirements that a school and its programme need to meet in order to be accredited by the EEAA. All the standards below are *required* for EEAA accreditation unless explicitly indicated as simple *recommendations* for good practice.

Although there are many different ways in which these standards may be achieved, a theological school must give evidence in its Self-Evaluation Report that it has found a way to meet all the standards in order to qualify for EEAA accreditation¹³. Full and final decision concerning the accreditation of a programme will be made on the basis of these standards and rests with the Council. Decisions may be appealed in accordance to appeal policy (see 4.11 and www.eeaa.eu/appeals).

The standards described in this section apply to full-time, on-campus programmes¹⁴. A separate Appendix of this manual is dedicated to the more individualized educational structures and delivery methods typical of *Distance Learning* (see 4.1). Schools that have already earned accreditation by their government, by a university or by some other official accrediting agency may benefit from special provisions (see 3.3.1).

3.2.1

Evangelical value-centred

The theological school integrates and implements its core values and statement of faith into all the activities of the school.

Examples of evidence

- The EEAA Core Values (see 2.3) are easily recognizable in the school's programme and general operations.
- The college's statement of faith is integrated and implemented into all the activities of the school.

Explanation

Core Values. All Core Values outlined in 2.3 should be applied giving careful attention to each example of evidence. Values such as being faithful to doctrine, for example, should be evidenced in a curriculum that contains a robust component in Biblical theology and where the teaching of systematic theology is soundly evangelical. Core values should be reflected in the learning activities and programme as well as in all the institutional aspects of the school. Whereas in applying for EEAA membership all that was required was a simple statement of adherence to these core values, in the Certification and Accreditation processes substantive evidence will be requested.

all the school's programmes. Separate accreditation procedures need to be carried out for each programme.

¹³ A list of detailed questions have been designed to help to apply Accreditation Standards in preparing a Self-Evaluation Report. These can be found in 3.4).

¹⁴ "Full-time" is normally intended as 36 weeks of planned learning activities per year or the equivalent in the national higher education system.

Integration of statement of faith

The college's statement of faith should influence every area of the school's operations, including what is taught in the classroom, what is modelled by staff and faculty, and what is required of graduates.

3.2.2

Strategic Plan

The theological school has an overall strategic plan that is approved by the appropriate governing body and that relates to the institution's operation as a whole

Examples of evidence

- A written mission statement.
- Short and long-term development plans.
- Clearly formulated programme learning outcomes.
- A programme profile.
- Vocational and the academic oriented degrees are appropriately distinguished.

Explanation

There are several key elements to be included in the theological school's strategic plan.

A mission statement. The school must formulate in writing a clear statement of its institutional vision, core values and mission. The latter should clearly define the work fields of its graduates. Given that the EEAA serves evangelical, biblically-oriented training theological institutions, it is required that institutions applying for membership and accreditation officially signify their agreement with the *European Evangelical Alliance Statement of Faith* and that of the corresponding national evangelical alliance (see 4.8).

Development plans. The school shall formulate in writing a set of short and long-term development plans to fulfil the vision, mission and objectives outlined in its mission statement. These plans must include description of material operations, financial forecasting and a master plan for campus development.

Learning outcomes. The school must define and formulate in writing the learning outcomes for each programme it seeks to implement. Important explanations on formulating learning outcomes can be found in (3.2.3).

Programme profile. The school must formulate a programme profile that includes the purpose and nature of the programme of studies and state the specific field of learning (ie: Theological and Religious Studies). It must also specify whether the programme has an academic or vocational orientation and the intended level of EEAA certification (see 1.4).

Distinction between vocational and academic degrees. In the definition of levels in the EEAA accreditation scheme (see 1.4), there is an important difference between vocational and academic-oriented programmes. Whereas the first are applications-oriented and have a professional emphasis, the latter receive greater theoretical emphasis. A vocational programme will, for example, contain more courses in practical theology, missiology and behavioural sciences as applied to ministry and may put an emphasis on internships. Academic programmes, on the other hand, will generally put greater emphasis on research and writing skills, analytical reasoning applied to theology and will normally require the study of biblical languages.

In distinguishing vocational and academic programmes, the learning outcomes must be in the forefront. What kind of graduate is the programme seeking to produce? Will it be a theology teacher? A future PhD student? A writer? In this case, an academic programme would be suitable¹⁵. If instead the programme seeks to create church planters, pastors, youth workers or lay ministers, a vocational programme would be indicated.

There is also an important differentiation in levels that must be kept in mind. In order to receive EEAA accreditation for an *academic* programme, a school must be operating at an equivalent level of the traditional universities in **their own national higher education system**. This translates in terms of faculty requirements, student access requirements, curriculum requirements and other general parameters. Not all schools are able or wish to operate at this level, and many that do so have already received accreditation from their government or have been validated by another university. Since the EEAA cannot be informed regarding the requirements within each national context, it will be the responsibility of the school to gather the necessary information and demonstrate that it is operating at the same level.

EEAA accreditation for *vocational* programmes, operates instead at a level that is generally of less academic intensity. As in many professional vocation schools (such as schools that train for nursing, commerce, banking, social work, special education, technical professions), this kind of programme receives a greater emphasis on the practical application of knowledge than what is found in the traditional university context.¹⁶

All the activities and programmes of the theological school should demonstrate a clear contribution to these overall institutional objectives and all educational achievements should be a reasonable approximation thereof.

3.2.3

Programme development

The theological school has a programme that reflects a set of well defined learning outcomes in its curriculum and learning activities.

Examples of evidence

- An appropriate definition and formulation of learning outcomes.
- Correct usage of learning outcomes in curriculum building.
- Appropriately written course syllabi.
- A variety of learning activities operating within a balanced curriculum to achieve learning outcomes.

Explanation

The quality assurance of study programmes represents the core of the accreditation process. School programmes accredited by the EEAA need to follow the procedure and standards prescribed below.

Learning outcomes. Learning outcomes represent the starting point of the EEAA programme standards. As the EEAA quality assurance has shifted from quantitative assessment to qualitative evaluation, particular attention is given to the quality of the institution's graduates and to the relevance of its

¹⁵ The Dublin Descriptors see **4.4** are a good starting point for establishing learning outcomes for academic degrees.

¹⁶ Together with the "Bologna Process" there is a related integration process of VET (Vocational Education and Training) taking place that goes by the name of "Copenhagen Process". See http://europa.eu.int/comm/education/policies/2010/vocational_en.html

educational programmes. Thus *learning outcomes* have become a central focus of EEAA quality assurance.

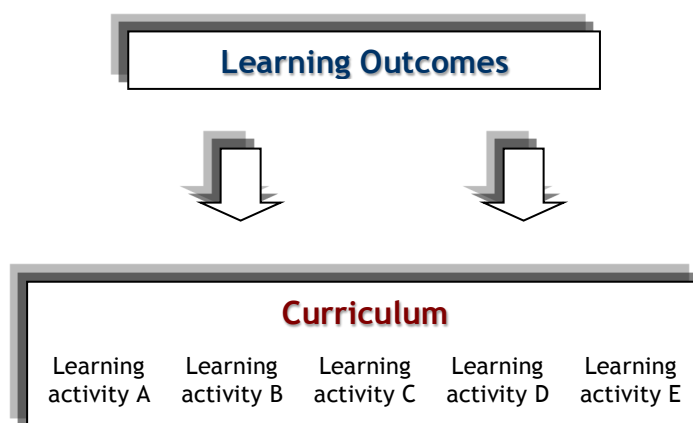
Learning outcomes are sets of results and competences, expressing what the student will be, know, understand and be able to do after completion of a process of learning. They are a listing of the minimal characteristics the schools strives to develop in students that are seeking particular vocations. For theological schools these characteristics are not limited to the areas of knowledge and understanding but must also consider holistic outcomes including practical skills, character, interpersonal attitudes and personal spiritual life. Learning outcomes must be approved by the school board as a key part of the school's *Strategic Plan* (see 3.2.2).

The choice of learning outcomes is crucial to curriculum building and influences all learning activities taking place in the school. Theological education is a wide field with many outlets and possible learning outcomes. As in other areas of education, theological training has been subject to massification¹⁷, and therefore student bodies no longer include only those with a vocation to be professional ministers or missionaries at the time of their enrolment, but also many simply seeking personal development. It follows that to be relevant, theological education must include both programmes that are tailored for full-time ministers and programmes for those who, at the time of enrolment, do not see ministry as a career choice. In defining learning outcomes, each school must consider its own context, needs, mission statement and the cultural, ecclesiastical and social context within which its graduates will minister.

The process of defining learning outcomes should include a consultation with the school's constituency, of student representatives and alumni and of the school faculty. In order to maintain relevance, the school's learning outcomes should be evaluated periodically, i.e. every 5 years.

To ensure that different areas of competence are covered, a very useful tool in defining learning outcomes is found in a set of generic descriptors used in the EHEA and known as the Dublin Descriptors. Schools are not required to use these descriptors, but their consideration is recommended (see Appendix 4.4).

Using learning outcomes for curriculum building. Once learning outcomes are clearly formulated, a curriculum needs to be constructed with an appropriate set of learning activities that will achieve learning outcomes.



¹⁷ "Massification" is the term used to describe the shift within higher education from a small class of elite to the general population (see Teather, D., ed. *Consortia*, Melbourne University Press, 2004, p.8-16).

The EEAA will be flexible in evaluating curriculum, and beyond requiring that at least 30% of the total credits in a degree be represented by the Bible/theology component, it does not prescribe set courses or learning activities. A theological school must however be able to demonstrate that all learning activities in its curriculum are directly linked to learning outcomes. The standard for a good curriculum therefore is that it must be focused, unified and relevant.

Syllabi for courses and learning activities. Within the general curriculum, the objectives of each course or other learning activity must be formulated in writing, indicating its contribution to achieving one or more learning outcomes. All courses and learning activities must also be harmonised with each other to avoid duplication and to ensure that all stated outcomes are covered.

Updated standardised syllabi of all courses and learning activities must be on file and include adequate information, in particular:

- the objectives or aims of the learning activity (*vis-a-vis* the learning outcomes),
- how many ECTS credits will be awarded for each activity,
- the instructional methods used,
- the evaluation criteria,
- the minimum requirements for the award of credit.

Schools are recommended to have a template for syllabi that all faculty members are required to follow.

Syllabi must be written not only for courses but for all learning activities including mentoring, spiritual formation activities, practical ministry and any activity that receives credit within the programme.

Learning activities. Learning activities are the building blocks of the curriculum whereby learning outcomes are achieved. Although classroom lectures and formal courses remain the primary learning activity in a theological school, there are many other outcomes that can only be achieved through other learning activities therefore a balanced curriculum must include a variety of activities.

A balanced curriculum will give proper attention to both learning activities typically geared to producing knowledge and understanding in the various disciplines of biblical, historical and theological study *and* to those that focus on the areas of spiritual formation, character building and practical ministry competence. The latter are in no way of less importance than the former, and a balanced programme should reflect a careful mix of both.

The school's programme should thus encompass lecture attendance, course work, independent study, research papers and thesis, as well as field studies, practical projects, group work, internships and mentoring programmes and any other learning activity that is useful in achieving the set learning outcomes.

3.2.4 annual

Credit counting and duration

The theological school understands and uses the European Credit Transfer System and awards degrees that correspond to the required credit and duration scheme for each level of study.

Examples of evidence

- A correct understanding and use of the ECTS.
- Correct calculations of ECTS credits for each cycle of study.
- Correct duration for each level of study.
- ECTS credits awarded for all learning activities.

Explanation

The following standards concerning credit counting and programme duration reflect those in effect in the European Higher Education Area and adopted by the EEAA.

Credits required per level and programme duration¹⁸ The level of a school programme is measured in terms of credits and duration.

Concerning credits, schools should use the Europe-wide framework provided by the European Credit Transfer System (ECTS), designed to improve the transparency and comparability of study programmes and qualifications and facilitate the mutual recognition of qualifications.¹⁹ The European Credit Transfer and Accumulation System is a student-centred system, based on the student workload required to achieve the objectives of a programme.

The **credit** and **duration** requirements for each level are shown in the table below.

ECTS credit and duration requirements

| | |
|--------------------------|--|
| Certificate | 1 year of study or 60 ECTS . Normally 36 weeks of planned learning activities per year. |
| Diploma | 2 years of study or 120 ECTS . Normally 36 weeks of planned learning activities per year. |
| Vocational Bachelor | 3 years study or 180 ECTS . Normally 36 weeks of planned learning activities per year with a normal workload of 40 hours of activity per week. |
| Academic Bachelor | 3 years study or 180 ECTS . Normally 36 weeks of planned learning activities per year with a normal workload of 40 hours of activity per week. |
| Postgraduate Certificate | Six months - 1 year of studies or typically between 30-60 ECTS . Normally 36 weeks of planned learning activities per year with a normal workload of 40-50 hours of activity per week. |

¹⁸ Duration is calculated for full-time programmes of studies that normally must not exceed the limits indicated. Students studying on a part-time basis or making use of alternative delivery methods may employ more time to complete the programme.

¹⁹ For a general presentation of ECTS and further detailed information in the major EU languages by the European Commission:

http://europa.eu.int/comm/education/programmemes/socrates/ects_en.html

Vocational Master

2 years of studies or **120 ECTS** depending on national situation. Some credits may be earned at the Bachelor level but a minimum of 60 credits must be completed at the Master level.²⁰ The completion of Bachelor and Master studies should not require a total of more than 5 years of full-time studies. Normally 36 weeks of planned learning activities per year with a normal workload of 40-50 hours of activity per week.

Academic Master

1-2 years of studies or typically between **90-120 ECTS** depending on national situation. Some credits may be earned at the Bachelor level but a minimum of 60 credits must be completed at the Master level.²¹ The completion of Bachelor and Master studies should not require a total of more than 5 years of full-time studies. Normally 36 weeks of planned learning activities per year with a normal workload of 40-50 hours of activity per week.

Calculating ECTS credits. The ECTS is based on the general assumption that the global workload of an academic year of study is equal to 60 credits. These credits are allocated to learning activities to describe the proportion of the student workload. Generally speaking sixty credits (36-40 weeks per year of full time study) corresponds to 1680 hours of learning related activities. This means that **one ECTS** is quantified in approximately **25-30 hours** of learning activity. Workload refers to the notional time in which an *average learner* might expect to complete the required learning outcomes.

Awarding ECTS credits. ECTS credits must be allocated to all learning activities within a study programme and therefore reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the programme considered.

Since the total curriculum of a programme needs to reflect a balance of learning activities (see **3.2.3**), the ECTS credit calculation must take into consideration all learning activities and not only the contact hours with the instructor(s). This means that many different learning activities are quantifiable and must be included in ECTS credit counting. Besides formal learning in the classroom, credit must therefore be calculated for private study, writing and examination preparation, field projects, internships, mentoring programmes, previous non-formal and informal learning as well as professional, ministry and personal experience (see *Evaluation and Recognition of (Prior) Informal and Non-Formal Learning* described in **3.3.3**). In sum, schools have the possibility to credit any demonstrable learning activity that contributes to achieving the learning outcomes and the final profile of the graduate.

²⁰ Students that have earned between 210-240 credits in the Bachelor level can apply between 30-60 of those credits to the Master level. In general in the European Higher Education Area the minimum total requirement for an Academic Master is 90 credits of which at least 60 must be taken at the Master level.

²¹ Students that have earned between 210-240 credits in the Bachelor level can apply between 30-60 of those credits to the Master level. In general in the European Higher Education Area the minimum total requirement for an Academic Master is 90 credits of which at least 60 must be taken at the Master level.

3.2.5

Teaching, Learning and Assessment

The theological school provides teaching and learning to a high level of quality and consistent, transparent, on-going and appropriate evaluation of all student learning activities.

Examples of evidence

- Teaching and learning, classroom organisation and pedagogical practices in the school occur in harmony with principles of effective adult teaching and is at an appropriate level and academic depth for the programme.
- Teaching and learning are fitting to the discipline of theology, and aim at integration between academic instruction, ministerial training, spiritual formation, character education and theological reflection.
- The school has a written assessment policy statement including right-of-appeal procedures. Proper assessment is carried out according to determined requirements that are understood by the students and are in harmony with the school's learning outcomes.
- Different types of assessment are used in order to fit different learning activities and differing levels.
- Final assessment procedures are practiced (optional).
- Student Progress Files where assessments of learning outcomes are kept on record, communicated to the student and prepared for the final transcript.

Explanation

Effective teaching and learning. Teaching and learning in the school provides evidences of quality such as: lectures are delivered accompanied by adequate learning materials/support (hand-outs, visuals, etc.) that fit the lesson objectives and the style of teaching; the classroom atmosphere is made to be cohesive, caring and conducive to learning; most of the available classroom time is allocated to curriculum related activities: students are prepared for learning through an initial structure that clarifies intended outcomes; content is explained clearly and developed with emphasis on its structure and connections; questions are planned to engage students in sustained discourse structured around powerful ideas; students are given sufficient opportunities to practise and apply what they are learning and receive improvement-oriented feedback; the teacher provides assistance for students in order to enable them to engage in learning activities productively; faculty members model and instruct students in learning and self-regulation strategies, and encourage work in small groups to construct understandings or help one another master skills; faculty members use a variety of formal and informal assessment methods to monitor progress towards learning goals; teacher establishes and follows through on appropriate expectations for learning outcomes. This list is illustrative and not comprehensive.

Integrated teaching. Teaching and learning has evidence of integration of academic knowledge of theology, ministerial preparation, spiritual and character formation and broad-ranging theological reflection. Dialogue across disciplines and specializations is also modelled.

Assessment and learning outcomes. All learning activities must be assessed in a continuous way by criteria and an overall marking (grading) system that is clearly communicated to the students in a written policy statement that includes a right-of-appeal procedure. Minimum requirements for the awarding of qualifying credit must be determined, so as to permit an assessment of attainments. Assessment must take place according to communicated learning outcomes. Credits in the ECTS can only be obtained

after completion of the work required and appropriate assessment of the learning outcomes achieved²².

Variety in assessment. Assessment may be accomplished in a variety of ways: oral or written exams, graded projects, portfolios, practical tests focusing on skills and competencies, presentations or assessment of skills and competences in supervised field assignments, etc. For some learning activities such as mentoring or ministry experience, a written evaluation or even a self-evaluation may substitute for a numerical assessment (marks). This assessment however must include a clause that specifies whether the student has satisfactorily achieved the learning outcome or not.

Programmes operating at a vocational level must include the assessment (external and self-evaluation) of at least one ministry internship. Programmes operating at an academic level must include the assessment of at least one major research paper.

Final assessment. The use of a credit framework (such as the ECTS) presupposes that a continuous assessment of learning outcomes is being carried on. In addition however, many schools assess the overall learning outcomes in a Final Comprehensive Examination administered after a successful completion of a level of study. As an alternative, or in addition, schools may require the completion of a Final Thesis or Project; this is especially appropriate for academic-oriented programmes.

Student Progress File²³. The school must keep a *Student Progress File* for each student. This file must include a record of an individual's learning and achievement (the transcript) and represent an instrument by which students can monitor, build and reflect upon their personal development. The Progress File contains an individual's personal records of learning and achievements, progress reviews and plans that are used to clarify personal goals. It can provide a resource from which material is selected to produce personal statements (e.g. CVs etc) for employers, admissions tutors and others as well as provide an on-going help to individuals to reflect upon their own learning and achievement as they study and plan for their own personal educational and career development.²⁴

²² ECTS grades and marking scales are not required, although in some cases they may represent good practice (for example to monitor grade inflation).

²³ Students that have earned between 210-240 credits in the Bachelor level can apply between 30-60 of those credits to the Master level. In general in the European Higher Education Area the minimum total requirement for an Academic Master is 90 credits of which at least 60 must be taken at the Master level.

3.2.6

Standards for graduation

The theological school has clear and consistent graduation requirements and provides graduates with the necessary documentation.

Examples of evidence

- Clear and binding graduation requirements.
- On graduation the student receives a Transcript, an academic award, a Diploma Supplement and an EEAA Certificate.

Explanation

Graduation requirements must be clear from the beginning and be binding on all students who should explicitly agree to these standards at admission. These requirements must not be arbitrarily changed during the course of study.

Students will be allowed to graduate who have achieved the learning outcomes established for their programme to a satisfactory degree. Graduating students should therefore provide evidence not only of knowledge, understanding and specific programme-related competences but also of personal and spiritual maturity. As in the case of admissions, severe and on-going breaches in the areas of the student's commitment to Christian truth, ethics, values and community as set out in the school's Information Package/Course Catalogue (see 4.2) can compromise graduation, regardless of academic performance.

Graduating students of EEAA accredited programmes will receive four documents:

1. A **Transcript** from the theological school listing all the learning activities performed and the assessments thereof. The transcript must include achievements and qualifications as well as a statement indicating whether or not the student has achieved the intended learning outcomes.
2. A **Diploma** from the theological school indicating the name of the student, the issuing school, the Degree achieved and the date.
3. A **Diploma Supplement (DS)** from the theological school. This is a document attached to a higher education diploma aiming at improving international transparency and at facilitating the academic and professional recognition of qualifications. A template for the Diploma Supplement can be found in 4.3.
4. A **Certificate from the EEAA** with a statement of comparability to the EEAA levels as described in this Manual.²⁵

These documents are an official attestation that the graduate has achieved all the learning outcomes indicated in his/her programme of study.

²⁵ This applies only to programmes accredited by the EEAA.

3.2.7

Community

The theological school fosters and models the life of a healthy Christian community.

Examples of evidence

- Provision made for social, spiritual and physical extra-curricular activities.
- Operational student organizations.
- Appropriate code of ethics and disciplinary procedures.
- Student accountability to local churches.

Explanation

The school organises times of worship, prayer, fellowship and extra-curricular spiritual stimuli and nurturing. The school also provides access to social and physical recreation and may prescribe student work as appropriate and needed.

Within the school community, student organisations are to be properly structured and operated. They are to function in harmony with the overall objectives of the institution. In addition to students being informed on decisions affecting them, there should be channels for them to make their opinions known to administration and faculty through elected representatives.

A Christian code of ethics must apply within the community. Rules and regulations governing student life are to be included in the *Course Catalogue/Information Package* (see 4.2) or equivalent document to be given to each new student and updated periodically according to need. Within the community, disciplinary action should be carried out according to these written regulations. It is advisable to have a disciplinary committee so that disciplinary decisions are not taken by one individual.

Students should also maintain contacts with their home communities and local churches. Schools are encouraged to have structures assisting students to maintain close ties with their home communities and churches.

3.2.8

Mentoring, ministry and cultural awareness

The theological school includes mentoring programmes, ministry experience and cultural awareness activities in its curricula.

Examples of evidence

- An organized and efficient mentoring programme.
- A well organized and supervised ministry experience programme.
- Provision for national and international cultural awareness and development.
- Written evaluation of mentoring programmes and ministry experience.
- Awarding of ECTS credits for mentoring programmes and ministry experience.

Explanation

Evaluated learning activities require specifications and guidelines. In this section, mentoring programmes, ministry experience and cultural exposure have been selected for particular attention.

Personal mentoring programmes. To favour personal growth and as well as academic mastery, the theological school should demonstrate some form of mentoring as a required learning activity for its students. Mentoring should aim at providing an environment of trust in which students can be kept accountable, helped in problem-solving and conflict resolution and assisted in

mapping their personal growth²⁶. Mentoring should also address the students' relationship with God, the spiritual disciplines and relational issues that deal with the family, the church and human relations in general.

As with any other learning activity, mentoring programmes must include an overall on-going evaluation through which each student is informed periodically concerning his or her progress. This evaluation must be included in graduation requirements and will be included in the *Student Progress File* (see 3.2.5).

Mentoring programmes must be given credit and included in the total calculation of ECTS credits.

Ministry experience. In contemporary higher education, applied learning is taking on great importance. Ministry experience has traditionally been a vital part of evangelical theological study programmes. The general objective of supervised ministry and internship programmes is to equip students for their practical experience and subsequent evaluation in Christian service.

Schools should clearly write out responsibilities, requirements and quality assessment procedures for all internship programmes. Each theological school should have one qualified person responsible for coordinating supervised ministry and must provide organised opportunity for the required credit amount needed by each student. Personalised plans for ministry experience must be made at the beginning of each academic year with each student on the basis of the programme's learning outcomes.

Ministry must be supervised by qualified individuals, who provide written evaluations to be discussed with each student. Wherever possible, each school should build a network of co-workers who are active in some area of ministry and willing to supervise on student interns. Whenever significant regular time and energy is required of these co-workers in internship programmes, they may be considered for remuneration.

Ministry experience and internships are part of the total learning experience a theological school offers, and therefore must be quantified as ECTS credits. Since ministry can take different forms and occur in different time frames, the same general ECTS rule must be applied: one ECTS credit is awarded for 25-30 hours of learning activity. Since these learning activities include preparation, execution and follow up, those hours should also be counted in calculating credit²⁷. In the case of internships that last several consecutive weeks, each week of full-time work (40 hours) will be quantified as 1½ ECTS credits.

Cultural exposure. Schools must make an effort to assist students in understanding the cultures and sub-cultures in which they will live and minister, enlarging their vision and deepening their comprehension of the overall task of the Church in contemporary society. Besides providing for social, theological and emotional development, the theological school must also provide stimuli for cultural development.

Evidence must be provided that students are made aware of issues in their particular culture and guided in evaluating and discussing these issues from a Christian perspective. This may be done through specific courses on contemporary culture, provision of newspapers and magazines, special

²⁶ Although not required, a counselling programme could also be made available. The essential feature is *some sort* of mentoring programme that goes beyond the mere management of discipline and achieves the above results. For specific needs in the area of spiritual, academic, relational and psychological counselling, trained personnel must be available.

²⁷ Using a homiletical exercise as an example, it must be quantified as the sum of the time employed to prepare the message, the actual delivery and the follow up and evaluation. Thus quantified, one thorough exercise of this kind could almost count for one ECTS credit.

seminars, forums of discussion with faculty on political or social issues of relevance, monitored reading, viewing of secular media, etc.

In view of the multicultural dimension that is increasingly developing in Europe, it is recommended that students be exposed to more than one culture. Such activity may take various forms: sending students into cultural settings other than their own, attending international conferences, taking one semester in a foreign country, organizing cross-cultural ministry experiences, or hosting external speakers, group visits, events or international programmes within the school.

Where a substantial and demonstrable learning activity has taken place, ECTS credits may be given.

3.2.9

Governance and organization

The theological school has a board of control and a clear organizational structure.

Examples of evidence

- Appropriate legal status.
- Functioning governance.
- An appropriate management and organization.
- Adequate record-keeping procedures.
- Adequate administration and secretarial provisions.
- Internal quality assurance procedures in place and procedures for ongoing evaluation of faculty and of learning activities.

Explanation

Legal status. The school must have a legal status within the country where it operates that is in accordance with local laws and suitable for its purposes.

Governance. The school has a board of control that is legally responsible for the theological school and a majority of its members must be selected from outside the school personnel and include representative leadership of the constituency that graduates will serve. The board of control, even if not the direct legal owner of the institution, takes ultimate responsibility for the institution's stability, personnel and finances.

Management. The management of the institution, including the operations of the board of control, is to be carried out in accord with written regulations and rights that are appropriate to the nature and size of the institution. The organizational structure must permit the organisation, flow and exchange of information. There shall also be a clear image of the institutional structure with clearly defined lines of authority and job descriptions for its leadership, as well as for faculty and staff members.

Record-keeping procedures for all levels of administration are to be adequate in scope, legibility and provision for preservation.

Administration. The school must operate effectively in all its administrative and secretarial functions.

Internal quality control. The school must have internal quality assurance and development mechanisms and procedures that are regularly used to self-evaluate and correct if necessary all aspects of the school's operation. Schools are expected to regularly evaluate their strategic plan, learning outcomes and general curriculum.

Within its internal quality assurance procedures, the theological school must have procedures in place whereby faculty is regularly evaluated. This evaluation shall include a system for student feedback and assessment both

of written course work and of class presentations. A Student Questionnaire for evaluation of faculty should be developed and used at the end of every course or module and at least once a year. The evaluation must also include an assessment of the learning activity itself (administration of the course, literature, timing, relevance, etc.). Other forms of evaluation and quality assessment such as peer review and reciprocal feedback are encouraged.

Schools should also be able to demonstrate follow up action that occurs as a result of the feedback and evaluation procedures.

3.2.10

Faculty qualifications

The faculty members of the theological school possess suitable qualifications and carry realistic work load.

Examples of evidence

- A faculty with academic and professional qualifications adequate for the level of study.
- A faculty with fitting spiritual and character qualities.
- Primarily national faculty.
- A sufficient number of faculty.
- A list of realistic responsibilities for faculty.
- Plans for faculty instructional development, enrichment of qualifications and provision for on-going faculty research.

Explanation

Academic and professional qualifications for faculty members. Faculty members should have qualifications commensurate with the level at which they are teaching. Normally this means possession of a recognized degree at least one academic level above the qualification for which the students are being prepared. Professionally they shall be up-to-date in their field of specialization both in terms of contemporary teaching methods and theory.

Academic qualifications for faculty

| | |
|--------------------------|---|
| Certificate/Diploma | Most faculty members should possess or be working toward a Master level degree in their teaching area. |
| Vocational Bachelor | All faculty members should possess a Master level in their teaching area. |
| Academic Bachelor | All faculty members should possess or be working toward a Doctoral level in their teaching area. National university standards for the “First Cycle” (see Glossary 4.6) of the EHEA framework must be satisfied. |
| Postgraduate Certificate | All faculty members must possess or be working toward a Doctoral level in their teaching area. |
| Vocational Master | All faculty members must possess a Doctoral level in their teaching area. |
| Academic Master | All faculty members must possess a Doctoral level in their teaching area and comply to the national university standards for the “Second Cycle” (see Glossary 4.6) of the EHEA framework. |

In exceptional cases, and in particular within the vocational levels, lecturers without these qualifications but with proven ability and experience are acceptable. The minority of teaching staff falling below such qualifications should be distinguished by above average experience and proven competence, but should not carry significant course load nor supervise academic departments. The school may likewise employ a number of non-lecturing faculty members that will be responsible for educating through other learning activities (mentoring, ministry experience, etc). Their academic qualifications may fall below those outlined above, but they should display proven competence in their area of teaching.

Spiritual and character qualifications for faculty. To be effective educators and facilitators in evangelical theological education, academic and professional requirements are not sufficient. Faculty and staff members should be mature Christians that agree with the institution's objectives, standards and regulations, abide by its doctrinal position and work in harmony with the EEAA's Core Values for theological education. They should have a good standing within the national evangelical community at large, be respectable members of a church and exhibit character traits that are worthy of imitation by the student body. They shall, wherever possible, actively participate in the life and worship of the theological school and show personal involvement in the physical and spiritual welfare of the students and not only the intellectual and academic needs. The content of their lessons will reflect the school's established learning outcomes and their methodology of teaching must be suitable.

Faculty nationality. A theological school should aim at having faculty that is adapted to its cultural and linguistic context. If there is a substantial number of expatriate faculty, the theological school is to produce a clear plan to provide appropriately-trained national faculty on whom the fundamental degree programmes should be based and for whom material provisions should be made. The aim should be to have a faculty composed of a majority of national teachers by the time that accreditation is to be reviewed. Special consideration will be given to schools with a distinct international character (this character should be clearly defined in the institution's mission statement and programme).

Faculty number and responsibilities. There must be teaching faculty in sufficient number to carry out the educational programme effectively. Careful attention should be given to the student-instructor ratio and to an adequate number of total full-time teaching staff. Part-time teaching hours may be counted toward full-time equivalent faculty but part-time faculty must not carry the major portion of the total institutional teaching load.

The total responsibilities of each staff member in lecturing and other activities (instruction, committees, administration, lectures, literary responsibilities, research and continuing education) shall not be such as to reduce his/her teaching effectiveness. The total responsibilities of each faculty member are to be factored into the total teaching load, so as not to impair the quality of instruction or contact with the students.

For Certificate and Diploma level instruction the faculty teaching load should not be more than 15 hours of teaching per week and for the Bachelor and Masters levels approximately 10-12 hours. A mutually agreed-upon written working contract with job description should be provided for each faculty member.

Faculty updating and upgrading. The theological school must make policy-level approved provision such as will enable teachers to maintain and upgrade their academic qualifications, carry on research and writing, and improve their teaching skills. A corresponding effort and sense of responsibility is

expected of the teachers. The major aim should be to maintain or improve a high level of instruction.

3.2.11

Student access

The theological school implements suitable student access standards.

Examples of evidence

- Access standards regulated according to each level of study and an evaluation procedure for the prospective students' academic and personal ability to sustain a programme of study.
- Sensible consideration of special access cases.
- An evaluation procedure for the prospective students' commitment to Christian truth, values and ethics.

Explanation

Academic access standards²⁸. The following access standards should be referred to in evaluating the academic qualifications of applicants.

Academic access requirements

| | |
|--------------------------|---|
| Certificate/Diploma | Completion of secondary education. |
| Vocational Bachelor | Completion of secondary education. |
| Academic Bachelor | National "First Cycle" (see Glossary 4.6) university access requirements. |
| Postgraduate Certificate | Bachelor or equivalent. |
| Vocational Master | Vocational bachelor or equivalent. |
| Academic Master | Academic bachelor or equivalent. National "Second Cycle" (see Glossary 4.5) university access requirements. |

The school must make provision for students not meeting the necessary access requirements in accordance with the *Special Access-requirement* cases described in 3.3.2.

Christian commitment. Unlike other disciplines, the study of theology at any level requires consistency between the subject matter and the lives of the students. Concerning admission, the theological school should have sound procedures for evaluating the prospective student's commitment to Christian truth, ethics, values and community. A recommendation from the student's local church is desirable.

²⁸ This is sometimes referred to as "admissions requirements", "start point" or "entry route"

3.2.12

Facilities

The theological school has facilities that are adequate for meeting its educational objectives

Examples of evidence

- A suitable campus.
- Standard housing and services for students.
- Adequate library facilities and sufficient and qualified staff for library maintenance and development.
- Appropriate library record-keeping procedures.
- A library development plan that includes the area of Information Technology.
- Suitable library holdings both in quantity and quality.

Explanation

In order to reach its institutional and educational objectives, a theological school should ensure that the following facilities are adequate.

The campus. The site, layout, buildings and furnishings of the theological school should be suitable for its purpose according to local standards and building regulations. Maintenance should be such as to facilitate the smooth operation of the school's programme(s). A long-range campus master plan for existing and new facilities is essential.

Housing and services. Housing for resident students shall be in accordance with normal local standards and customs in size, furnishings and facilities. The facilities demonstrate cleanliness, conformity with local health regulations proper maintenance. Adequate health services are to be available to all students.

Library facilities and record-keeping. The library facilities and equipment should allow for adequate preservation, use and expansion for library holdings, and are to be arranged for easy access. There needs to be sufficient space for library administration which is expected to be carried out by a sufficient number of staff trained in standard library procedures. Circulation records shall present clear statistics on library use and provide the information needed for library maintenance and improvement. Wherever local structures permit, computerisation of the library should be undertaken according to a clear plan, wherever possible in collaboration with other library databases. There should also be sufficient and qualified staff for library maintenance and development.

Library development plan. The theological school shall have a library development plan. This plan includes the area of Information Technology in order to update programmes and electronic instruments and guarantee access to modern means of information. Current Information Technology tools available to the theological school should be implemented as an integral part of the library (computer workstations, networks, data bases, electronic cataloguing, etc.).

Library holdings. The holdings should represent variety, concentration and number with reference to academic levels, theological orientation and subjects covered. Collections should also highlight the theological orientation of the institution and its areas of specialization. Preference is to be given to reference works, sources and standard publications in the various areas. In addition to printed books, the library should include other media of instruction such as periodical literature electronic learning resources, etc.

Popular and semi-popular Christian literature should normally be present only in limited quantity. In countries with little theological literature in the vernacular, foreign language works may be substituted, provided they are clearly usable by the faculty and students. Demonstrated access to major public or private libraries to provide additional library resources in theological studies is of primary importance for postgraduate programmes.

The library holdings are to clearly support the instructional objectives of the level(s) of study being accredited. These standards are described in the table below.

Library holdings

| | |
|---|---|
| Certificate/Diploma | The most important standard works in theology with priority given to evangelical books; a good selection of periodicals. About 5000 appropriate volumes. Accessible libraries in closer proximity can be taken into consideration. Part of the holdings may be in electronic form. |
| Vocational and academic Bachelor | In addition to the Certificate/Diploma requirements, important standard works of all areas of theology; a well developed periodical section. Normally about 10.000 appropriate volumes, including electronic resources. Provisions for access to Internet for faculty and students. |
| Postgraduate Certificate | In line with Master level requirements (see below). |
| Vocational Master | In addition to the Bachelor requirements, library holdings, administration and accessibility effectively support the Masters programmes and possess adequate specialised collections in all Master concentrations offered. The library should include adequate access to scholarly/peer-reviewed journals. Where necessary, the theological school carries on effective cooperative arrangements with and electronic access to other appropriate libraries. Good access to university and public libraries in the vicinity and normally 25.000 appropriate volumes. This figure however could be less if a school offers a Masters programme exclusively in a specific area of study. |
| Academic Master | In addition to the vocational Master requirements, the academic-oriented programmes must have a comprehensive theological library, normally administered by a qualified, full-time librarian. |

3.2.13

Finances and stability

The financial policies, procedures, records and conditions of the theological school are demonstrably sound. The school shows a satisfactory degree of general stability.

Examples of evidence

- Sound financial status.
- A developmental fund.
- Adequate and clearly communicated student fees.
- Adequate compensation and benefits for staff and faculty.
- Overall stability in leadership, staff, enrolment and programme.

Explanation

Finances should be sound both with respect to current operations as well as long term financial planning and development.

All student fees are to be set giving due consideration to the financial ability of the students and to the actual expenses of the institution and should be reviewed regularly. Scholarship programmes are to be administered according to written regulations with formal records of action taken. The school Catalogue or equivalent document shall specify all charges made by the theological school to students for teaching and supervision (tuition fees).

Staff and faculty salaries and fringe benefits should be reasonably related to the prevailing scales of the country, enabling school personnel to devote themselves fully to their task. Compensation is to be regularly reviewed and adjusted when necessary. Social security and pensions should be paid according to national standards. Special cases should be mutually agreed upon in writing.

The school should show a satisfactory degree of stability manifest in such factors as continuity of board membership and administrative leadership, low rate of staff turnover, satisfactory student enrolment, continuity in its programme(s) of instruction and sound financial history. The school is generally required to have been operating for at least three years and have graduated its first class before a Visiting Evaluation Team (VET) authorized by the Council can review it. Schools in operation for less than three years may become Members of the EEAA, and begin preparing themselves for future accreditation.

3.2.14

Public Relations

The theological school has healthy public relations and clear and truthful public information packages.

Examples of evidence

- An Information Package/Course Catalogue.
- Truthful publicity and appropriate usage of academic nomenclatures
- Good relationships with national and local community.
- Good relationships with the wider Christian community.
- Contact with potential employers of graduates.
- Publicity tools for potential students
- An alumni programme.

Explanation

Information Package/Course Catalogue. The school must have an Information Package/Course Catalogue that makes its study programmes easy to understand and compare for all students and staff - local and foreign - and

provides them with essential institutional, academic and practical information. The Course Catalogue not only lists and describes the study programmes and their course units and modules, but also supplies all the information which a student needs to make decisions regarding study at that institution, enrolment in any of its specific programmes, or to take certain modules.

It is strongly recommended that the Course Catalogue be available on the Internet and be updated every year. It should be published in the local language of instruction and also available in English. The Appendix contains a *Checklist for the Course Catalogue* to ensure that all important items have been included (see 4.2).

Truthful publicity and appropriate usage of academic nomenclatures. As already stated in 1.4, degree awarding is the prerogative of each school within the legal framework of their own country (the EEAA only *certifies levels* and does not *award degrees*). It is very important therefore that the school be truthful in all its publicity and operate within the boundaries of legality. In some European countries, for example, certain nomenclatures like “university”, “bachelor” or “master” are protected by the law and are the exclusive domain of state-recognized institutions of higher education. In these cases, schools are advised to obtain legal advice before using these terms.

Good public relations should be developed with:

The national and local community. The school ought to develop good relationships with the various government offices, authorities, administrative institutions and with its surrounding neighbourhood.

The wider Christian community. The school should enjoy sound relationships with local churches, with the evangelical community at large and with other theological institutions in the vicinity. The school should describe its efforts to work together with institutions of like purposes and comparable programmes. Add: Letters of commendation from key national evangelical organizations and denominations, sister EEAA schools and national Evangelical Alliance.

Potential employers. The school must demonstrate clear relationships with potential/future employers of its graduates.

Potential students. The school should have tools to publicise its programmes and to make its entire educational programme and academic curricula available and current in print and/or electronically. It must provide easy access to adequate information on the conditions to be fulfilled for the completion of a given programme of studies, the earning of an award or the transfer of accumulated credits to another institution. In particular, it must specify all financial charges made to students by the theological school.

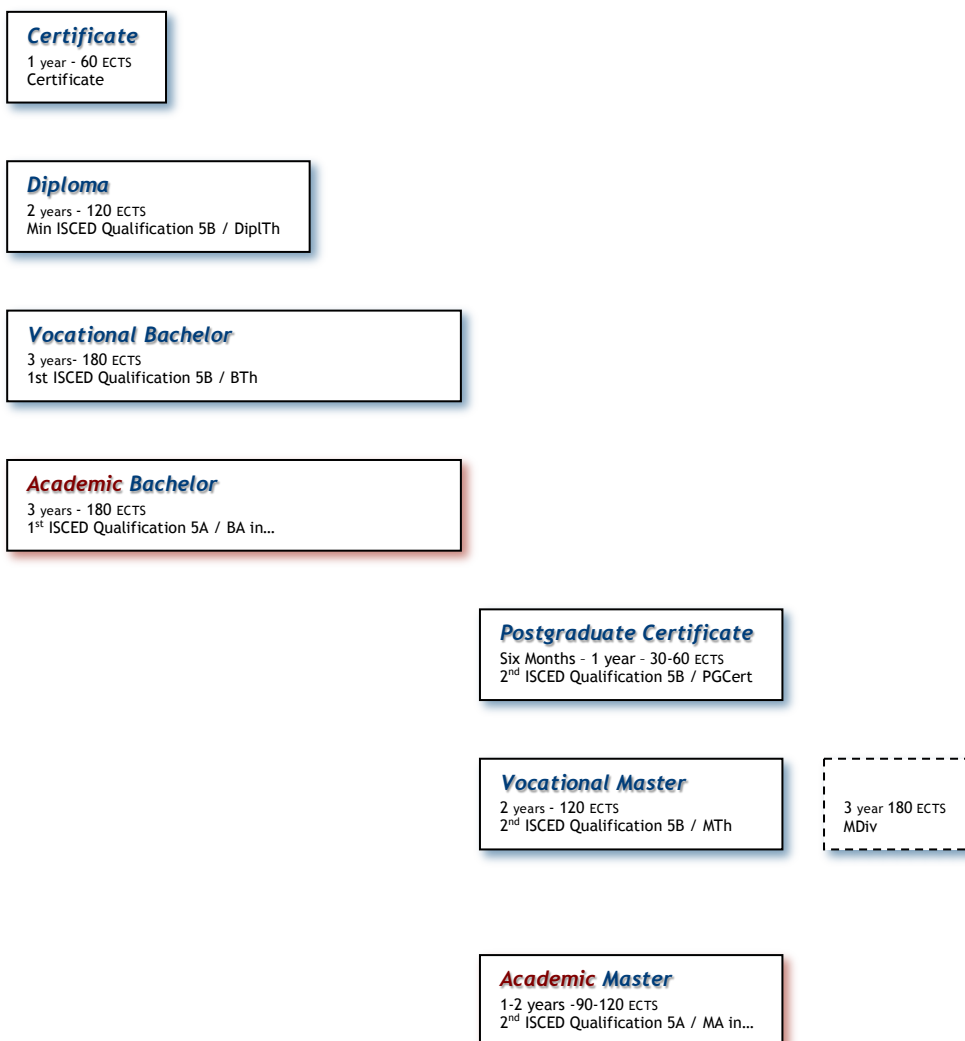
Graduates. The school is encouraged to maintain contact with its graduates to see how their actual performance in the ministry measures up to the school’s stated objectives. An alumni programme should be in place.

3.2.15

Synopsis of standards according to levels

Most of the standards described above apply to all programmes being accredited regardless of their level. The following table summarizes the main differences in levels in selected standards.

The following table summarizes the levels of EEAA Accreditation:



Certificate

| | |
|------------------------------|--|
| Description | Basic short programme of theological education. |
| Duration | One year (full-time). |
| ECTS Credits | 60 |
| ISCED comparability | None |
| ICETE comparability | Certificate in Theology |
| Academic Level | Equivalent to first year of a Vocational Bachelor |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Minimum of 30% total credits in Bible-theology components. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. |
| Faculty qualification | Most faculty members should possess or be working toward a Master level degree in their teaching area. |
| Student access | Completion of secondary education |
| Library holdings | The most important standard works in theology with priority given to evangelical books; a good selection of periodicals. About 5000 appropriate volumes. Accessible libraries in closer proximity can be taken into consideration. |
| Other standards | Compliance with all standards described in section 2.2 of the EEAA Manual. |

Diploma

| | |
|------------------------------|--|
| Description | A programme of theological education suited particularly, but not exclusively, to those intending to work in Christian ministries |
| Duration | Two to three years (full time). |
| ECTS Credits | 120 |
| ISCED comparability | Minimum Qualification at Level 5B |
| ICETE comparability | Diploma in Theology (DipTh) |
| Academic Level | Equivalent to first and second year of a Vocational Bachelor |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Minimum of 30% total credits in Bible-theology components. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. |
| Faculty qualification | Most faculty members should possess or be working toward a Master level degree in their teaching area. |
| Student access | Completion of secondary education |
| Library holdings | The most important standard works in theology with priority given to evangelical books; a good selection of periodicals. About 5000 appropriate volumes. Accessible libraries in closer proximity can be taken into consideration. |
| Other standards | Compliance with all standards described in section 2.2 of the EEAA Manual. |

Vocational Bachelor

| | |
|------------------------------|---|
| Description | A programme of theological education for the professional preparation of candidates for ordination. |
| Duration | Three years (full-time). |
| ECTS Credits | 180 |
| ISCED comparability | First Qualification at level 5B |
| ICETE comparability | Bachelor of Theology (BTh) |
| Academic Level | Generally of less academic intensity and with a greater emphasis on the practical application of knowledge than is found in the traditional university context. |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Emphasis on practical theology, behavioural sciences as applied to ministry, missiology and ministry components. Minimum of 30% total credits in Bible-theology. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. Must include evaluation of at least one ministry internship. |
| Faculty qualification | All faculty members should possess a Master level in their teaching area. |
| Student access | Completion of secondary education |
| Library holdings | In addition to the Certificate/Diploma requirements, important standard works of all areas of theology; a well developed periodical section. Normally about 10.000 appropriate volumes, including electronic resources. Provisions for access to Internet for faculty and students. |
| Other standards | Compliance with all standards described in section 2.2 of the EEAA Manual. |

Academic Bachelor

| | |
|------------------------------|---|
| Description | A programme of theological education with an emphasis on academic rigour |
| Duration | Three years (full-time). |
| ECTS Credits | 180 |
| ISCED comparability | First Qualification at level 5A |
| ICETE comparability | Bachelor of Arts in... (BA) |
| Academic Level | Same level as a first university degree in national higher education (First Cycle in the Bologna Framework). |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Emphasis on academic skills, exegesis, research and biblical languages. Minimum of 30% total credits in Bible-theology. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. Should include evaluation of at least one major research paper. |
| Faculty qualification | All faculty members should possess or be working toward a Doctoral level in their teaching area. National university standards for the “First Cycle” of the EHEA framework must be satisfied. |
| Student access | National “First Cycle” university access requirements. |
| Library holdings | In addition to the Certificate/Diploma requirements, important standard works of all areas of theology; a well developed periodical section. Normally about 10.000 appropriate volumes, including electronic resources. Provisions for access to Internet for faculty and students. |
| Other standards | Compliance with all standards described in section 2.2 of the EEAA Manual. |

Postgraduate Certificate

| | |
|------------------------------|---|
| Description | A short standard general programme for the specialization of those already in possession of an undergraduate degree |
| Duration | Six months to 1 year beyond the Bachelor. |
| ECTS Credits | 30-60 ECTS credits. |
| ISCED comparability | Second Qualification at level 5B. |
| ICETE comparability | Postgraduate Certificate. |
| Academic Level | Depending on the programme outcomes, a PGCert can be of varying vocational and academic intensity. |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Generally an offers a specialization. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. |
| Faculty qualification | All faculty members must be working toward or possess a Doctoral level in their teaching area. |
| Student access | Vocational bachelor or equivalent. |
| Library holdings | Comparable to Master level (see below). |
| Other standards | Compliance with all standards described in section 2.2 of the EEAA Manual. |

Vocational Master

| | |
|------------------------------|---|
| Description | A standard general programme for the preparation for ordination of those already in possession of an undergraduate degree |
| Duration | Two years beyond the Bachelor, depending on the national situation. |
| ECTS Credits | 120 ECTS credits, depending on the national situation. |
| ISCED comparability | Second Qualification at level 5B. |
| ICETE comparability | Master of Theology (MTh) if 2 years and 120 ECTS. Master of Divinity (MDiv) if 3 years and 180 ECTS. |
| Academic Level | Generally of less academic intensity and with a greater emphasis on the practical application of knowledge than is found in the traditional university context. |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Generally an extension of the vocational bachelor. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. |
| Faculty qualification | All faculty members must possess a Doctoral level in their teaching area. |
| Student access | Vocational bachelor or equivalent. |

Library holdings

In addition to the Bachelor requirements, library holdings, administration and accessibility effectively support the Masters programmes and possess adequate specialised collections in all Master concentrations offered. The library should include adequate access to scholarly/peer-reviewed journals. Where necessary, the theological school carries on effective cooperative arrangements with and electronic access to other appropriate libraries. Good access to university and public libraries in the vicinity and normally 25.000 appropriate volumes.

Other standards

Compliance with all standards described in section 2.2 of the EEAA Manual.

Academic Master

| | |
|------------------------------|---|
| Description | A specialized graduate programme. |
| Duration | One or two years beyond the Bachelor, depending on the national situation. |
| ECTS Credits | 90-120 credits, depending on the national situation. |
| ISCED comparability | Second Qualification at level 5A |
| ICETE comparability | Master of Arts in... (MA). |
| Academic Level | Same level as a second university degree in national higher education (Second Cycle in the Bologna Framework). |
| Curriculum | Based on appropriate learning outcomes with a variety of learning activities. Strong emphasis on focused research and independent study but not the exclusion of taught modules. |
| Learning assessment | Different types of assessment are used in order to fit different learning activities. Should include evaluation of final thesis. |
| Faculty qualification | All faculty must possess a Doctoral level in their teaching area and comply to the national university standards for the "Second Cycle" of the EHEA framework. |
| Student access | Academic bachelor or equivalent. National "Second Cycle" university access requirements. |
| Library holdings | In addition to the vocational Master requirements, the academic-oriented programmes must have a comprehensive theological library, normally administered by a qualified, full-time librarian. |
| Other standards | Compliance with all standards described in section 2.2 of the EEAA Manual. |

3.3

Special Provisions in Accreditation

The standards outlined so far presuppose common situations regarding both schools and students. Yet some schools that engage in the EEAA accreditation process have already obtained accreditation from their secular government or validation from another university and cannot be treated in the same way as schools that have never been through an evaluation process.

It is also increasingly the case that not all students enrolling in higher education fit the “normal” profile of a young person who holds a formal secondary school qualification and begins a higher education career *ex novo*. Evolving social dynamics in Europe are creating a constituency of students that is increasingly eclectic, and higher education institutions need to find a careful balance between flexibility that will allow as many individuals as possible to enter into higher education and get fair recognition for their achievements, and strictness that will preserve the high quality of higher education standards.

Consider the following case studies.

1. Does a school that has earned **other accreditation** need to go through the same process as all other schools or can the process of EEAA accreditation be simplified?
2. How should a school deal with potential students who do not meet **entry requirements**? Are there options besides turning down these students until they have completed formal secondary education? What should be done, for example, in the case of mature students? If learning outcomes are the main focus of a degree, can non-academic learning activities be taken into consideration as a substitute for a formal access qualification?
3. How should an accredited school face the question of **awarding ECTS credits** for learning activities that have not taken place within the school programme? How should a school consider learning activity that has occurred in another institution, in a professional activity or even in personal experience? Are there criteria to guide this delicate process?
4. What can an accredited school that recently obtained EEAA accreditation for one of its programmes do to offer its alumni the possibility of **upgrading** their unaccredited, older degrees to accredited ones? Is there an established procedure for this significant opportunity?

Although it is impossible to provide fixed standards that will correspond to every case, this chapter will outline a general set of practices and possible solutions within which schools have a significant degree of freedom to exercise good judgment and find creative solutions.

3.3.1

Schools with other accreditation

Schools that have already earned accreditation from their government, by a university or by some other official accrediting agency and desire to also have their programmes accredited by the EEAA as a witness to the evangelical ethos of the school or to give greater international peer-recognition to their degrees, deserve special provision.

These are special cases that require fair treatment. Although the EEAA must ensure that all its standards are being met, especially those that concern the core values, doctrinal position, spiritual formation and ministry programmes which might not be among the

standards imposed by a government or a secular agency, schools with other accreditation may benefit from a simplified accreditation process with the EEAA.

The EEAA offers two types of certification/accreditation for schools that already have other forms of accreditation:

1. **Accreditation of a programme by declaring equivalence to EEAA levels and nomenclature.** The purpose of this is to ensure quality assurance of not only the academic and institutional aspects of a programme, but also the spiritual and ministerial aspects that are specific to theological education. For example a state accredited BA in Theology may be deemed to be equivalent to an EEAA Academic Bachelor. This provides the student with an additional certificate relative to the international evangelical network of ICETE (International Council of Evangelical Theological education). This is additional EEAA accreditation of a programme that already has government accreditation or university validation.
2. **Accreditation of a programme containing the externally accredited academic programme plus a component focussing on evangelical ministerial training.** Institutions may want to value their evangelical ministerial programmes by gaining EEAA accreditation for such an integrated programme. Example: An institution may want to update its state accredited academic Bachelor of 180 ECTS with a component of evangelical ministerial training comprising 60 ECTS and submit the entire package to the EEAA for accreditation as Vocational Bachelor equivalent (240 ECTS).

Procedures

The procedure will vary according to whether a school has already been involved in the EEAA accreditation procedure in the past or not.

1. **For schools that previously had EEAA Accreditation (or held Candidacy status):**
 1. It is necessary to have achieved governmental accreditation or university validation (process completed, accreditation awarded).
 2. Submit the abbreviated Self Evaluation Report (See section 5.7 of the EEAA Manual) and with this apply for accreditation.
 3. Receive an EEAA Accreditation visit.
 4. The EEAA Accreditation Council will decide on Accreditation.
2. **For schools that never had EEAA Accreditation or Candidacy:**
 1. It is necessary to have achieved governmental accreditation or university validation (process completed, accreditation granted).
 2. Become an EEAA member.
 3. Submit the Preliminary Questionnaire (See section 5.2 of the EEAA Manual) and with this apply for Candidacy status.
 4. Receive an EEAA Candidacy visit.
 5. The EEAA grants Candidacy status.
 6. Submit the abbreviated Self Evaluation Report (See section 5.7 of the EEAA Manual) and with this apply for accreditation.
 7. Receive an EEAA Accreditation visit.
 8. The EEAA Accreditation Council will decide on Accreditation.

Once Accreditation is granted, schools must follow the regular reporting and review procedures and pay accreditation fees.

3.3.2

Special access requirements

The access requirements for each level of study are set out in the Standards for Accreditation and serve to protect the quality of a given degree. The general rule is that schools must comply with these standards. In general, students who desire to enrol in higher education but do not have the necessary requirements should simply be encouraged to fulfil them. This however is not always possible, nor always necessary. It is possible (and a growing practice) to consider the following special provisions for access to higher education.

Mature students. Simply stated, if a mature applicant can demonstrate that his professional or personal experience has produced results comparable to the outcomes of a given certification, his admission to higher education must be considered. Generally speaking a mature student is over 21 and has not attempted to achieve standard entry qualifications in the last 5 years.

In the case of a substantial use of mature student access, schools will need to develop specific questionnaires, student self-evaluation reports and procedures for collecting and demonstrating professional and personal experiences.

Equivalency examination. One useful tool to verify the fitness of mature students is the equivalency examination. Where this solution is adopted, students without the necessary legal requirements (generally adult students) may sit for an examination that proves their ability to study at the higher educational level. Schools that choose to devise equivalency examinations must do so in consideration of the final outcomes of their degree programme and of the necessary knowledge, understanding and learning skills required to perform successfully in a higher education programme of study.

In the case of substantial use of an equivalency examination, schools will need to provide models of the examination that will be used. The examination should include two components: one whereby the general level knowledge is certified and the other which certifies the academic skills of the candidate. This second part is very important and may include, for example, the reading of texts of selected difficulty with subsequent evaluation of the degree of understanding, interpretation and critical thought. Writing and language proficiency should also be examined.

Propedeutical training. Another possible solution for students without the necessary formal access qualifications is to offer “propedeutical” training. This is especially useful in Europe at the moment because there are so many differing entry points from which theological schools wish to attract students. Since there are no entry requirements at all into this kind of propedeutical training, schools should be reasonably rigorous so that only those who genuinely demonstrate their ability to benefit from the school’s level of studies eventually pass.

In the case of substantial use of a propedeutical year, schools will need to develop objectives for this programme, a set of learning outcomes the programme seeks to achieve and the detailed curricular plan to be used. The duration and content of this curriculum must also be specified and evaluated by the EEAA in advance of its implementation.

Monitoring procedures for special access. Where liberal use is made of these special provisions there is the risk of lowering the standard of admission requirements. Schools might be tempted to devise a rather simple equivalency examination to increase their student numbers. Since many students study hard to obtain their necessary access qualifications, wherever an equivalency examination is administered, it must be extensive, rigorous and truly authenticate a student’s ability to operate at the necessary level. Care must be taken that this provision does not contribute to lowering of both class and overall degree levels. Schools

should be rigorous in keeping high standards and in channelling failing students into other preparatory opportunities. The EEAA therefore asks schools to consider special provisions for mature students, but at the same time to take care that the quality of their degrees is not diminished. The EEAA will reserve itself the right to revise and correct excessive flexibility or severity.

It is generally suggested that special access in any programme be limited to 25% of the student body. The EEAA will monitor the procedures used in special access provisions to ensure that high standards are maintained. In general schools will be required to:

1. Explain the circumstances and the reference to national criteria justifying the use of special provisions for access;
2. Indicate which solution(s) the school intends to adopt and why (mature students and equivalency examination, propedeutical year, etc.);
3. Outline in detail the procedures, programmes and materials it will use in implementing these special provisions.
4. In their *Annual Progress Reports* schools must give a brief description of each student admitted through special provisions. Schools should monitor the achievement of those admitted under special access and compare their final grades with students admitted under normal access. If the grades are consistently and significantly lower, then a tightening of their use of special access is in order.

3.3.3

Evaluation and Recognition of (Prior) Informal and Non-Formal Learning²⁹

A course of studies normally consists of a number of predefined and structured learning activities - the so called curriculum. Such a curriculum is characterised by clearly defined learning outcomes, proper coherence and integration as well as appropriate progression and process. However it is common understanding in education today that significant and relevant learning takes place outside (prior and alongside) the formalised course of studies. As more students enter formal education with considerable prior experience, and stakeholders more urgently ask for skills and competences which often are not covered by traditional curricula but acquired 'in practice', the entire realm *informal and non-formal learning* comes into focus.

In tertiary education definitions and procedures for the proper evaluation and recognition of such *informal and non-formal learning* have been developed in recent years, e.g. the *European Guidelines for the Validation of Non Formal and Informal Learning*.³⁰

At the European level it is emphasised that the recognition of prior learning must receive more attention, as the Trend IV Report of the EUA reveals: ³¹ "Ministers in Berlin stressed that the recognition of prior learning must become an integral part of higher education activity. The topic is part of the wider theme of lifelong learning (LLL) that has been very much neglected so far in the Bologna discussions. Many factors are presently combining to make the issue of

²⁹ Related terms: Accreditation of prior learning (APL), Accreditation of prior experiential learning (APEL), Prior learning assessment (PLA) Prior learning assessment and recognition (PLAR)

³⁰ Lisboa Conference 2007, updated document 7 November 2008.

www.iconet-eu.net/index.php?option=com_remository&Itemid=11&func=fileinfo&id=75&lang=de

³¹ Reichert, Sybille; Tauch, Christian: Trends IV: European Universities Implementing Bologna, published by the European University Association, EUA Publications 2005, p. 25; www.eua.be/eua/jsp/en/upload/TrendsIV_FINAL.1117012084971.pdf.

accreditation of prior learning (APL) and accreditation of prior experiential learning (APEL) more visible than ever before, such as the debate on the Lisbon agenda, demographic trends in Europe, and the recent initiative of the European Commission for a European qualifications framework for higher education and vocational training.”

Informed by relevant documents of the European discussion these Guidelines define procedures for the evaluation and recognition of *informal and non-formal* (prior) learning for institutions relating to EEAA.

1. Definition of terms and categories

In order to encompass and understand the issues several terms and categories need to be defined:

1.1 Lifelong learning and life wide learning. Learning takes place not only in formalized settings (schools, programmes, courses etc.) but in every-day life. For an inclusive understanding of learning sometimes the terms *lifelong learning* and *life wide* are used. The *European Guidelines for the Validation of Non Formal and Informal Learning [2008 Guidelines]* define these key terms as follows:

Lifelong learning

All learning activity undertaken throughout life, and which results in improving knowledge, know-how, skills competences and/or qualifications for personal, social and/or professional reasons.

Life wide learning

Learning, either formal, non-formal or informal, that takes place across the full range of life activities (personal, social or professional) and at any stage.

1.2 Formal, informal and non-formal learning. In order to distinguish different types of learning it has become common practice to use the following definitions (2008 *Guidelines*):

Formal learning

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to validation and certification.

Non-formal learning

Learning which is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner’s point of view.

Informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner’s perspective.

Until recently, formal recognition of learning (evaluation, validation, and certification) was concerned almost exclusively with formal learning. A growing appreciation of learning which takes place outside of and/or prior to formal training normally conducted in the context of educational institutions, led to an increased effort to recognize, validate and certify the non-formal and informal aspects of learning.

1.3 “Accreditation of Prior Learning” (APL) und “Accreditation of Experiential Prior Learning” (APEL). While there is a general consensus on the need for some sort of recognition of prior informal and non-formal learning, the nomenclature may vary.

Some documents use “Recognition and Validation of Non-formal and Informal Learning” as a generic term which finds more specific application in concepts such

as “Accreditation of Prior Learning” (APL) and “Accreditation of Experiential Prior Learning” (APEL).³²

In this definition “Accreditation of Prior Learning” (APL) refers to *formal* prior learning while “Accreditation of Experiential Prior Learning” (APEL) points to *non-formal* and *informal* prior learning.

1.4 Types of recognition of prior learning. Students entering formal theological education often bring already a rich experience of prior learning to this new phase of studies in their lives. At the entry point to a programme this prior learning need to be valued in several ways. It is helpful to distinguish the two following ways of recognising prior learning:

- Learning which is counted as prerequisite/entrance qualification for a formal programme of studies.
- Learning which may count toward the fulfilment of the requirements of a formal programme of studies.

1.5 Global (institutional) and individual recognition. Components of prior learning can be recognised in two different ways:

- **Global (institutional) recognition** refers to components which are clearly defined, consistent and recognised in multiple cases. In such occasions the component is recognised ‘globally’ and credit is given to those students who have completed that component successfully.
Example: An accredited Bible College defines a regulation with regard to learning achieved at a Bible School of lower academic level. For certain achievements the Bible College may give credit under certain conditions (normally some additional work to upgrade the level of studies; see examples chapter 4). Students coming from this Bible School may apply for these credits without additional individual assessment.
- **Individual recognition** refers to case by case assessment on an individual base.

1.6 Non-formal and informal learning taking place alongside the process of formalised education. The concept “recognition of informal and non-formal learning” normally refers to *prior* learning, i.e. learning that takes place prior to the enrolment to a programme of formalised education.

However the notion of non-formal and informal learning may also refer to learning which takes place alongside a formal course of studies. The EEAA encourages institutions to award credits for such learning in a responsible and careful way. In this connection the Manual explicitly refers to workshops, internships, apprenticeships, training seminars. But also learning acquired in the areas of spiritual formation, mentoring, ministry and cultural awareness may be incorporated (see standards 3.2.7 and 3.2.8).

How is such informal and non-formal learning, taking place alongside of formalised programmes, to be viewed and categorised?

- Such learning has to be viewed as a category of its own clearly distinguished from what has been introduced so far as assessment and recognition of *prior* informal and non-formal learning.
- “Informal” and “non-formal” learning that takes place alongside a formalised curriculum has to be put in formal relation to that curriculum and by doing so it becomes formal.

³² Recognition and validation of non-formal and informal learning for VET teachers and trainers in the EU Member States (Cedefop Panorama Series 147). Luxembourg: Office for Official Publications of the European Communities, 2007, p. 17.
(http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/480/5174_en.pdf).

- Nonetheless, such learning (areas such as workshops, internships, apprenticeships, training seminars, spiritual formation, mentoring, ministry and cultural awareness) comprises dimensions of learning which need to be assessed similar to non-formal and informal learning.

These guidelines define standards and procedures for the assessment of such learning.

1.7 Summary. The following chart summarizes the definitions and categories introduced so far and describes the appropriate recognition of the various types of learning (indicating the chapters of these Guidelines where the policy is spelled out in greater detail):

| | Learning which did take place <u>prior</u> to a given course of studies | Learning which takes place <u>during</u> a given course of studies |
|--|---|--|
| Formal learning | <p>Learning which is counted as prerequisite/entrance qualification for a formal programme of studies.</p> <p>→ Standard entrance qualification (the EEAA Manual uses the term “access requirement”) - normally a recognised degree according to accreditation regulations (see Manual 3.2.11).</p> | <p>→ Standard recognition of assessed learning outcomes according to predefined curricula (programme and module learning outcomes) (see Manual 3.2.4 and 3.2.5).</p> |
| | <p>Learning which may count toward the fulfilment of the requirements for the completion of a formal programme of studies.</p> <p>→ Typically called ‘transfer credits’: In certain clearly specified cases formal prior learning can be transferred into a given programme of studies. Accredited regulations must be in place (see Manual...??).</p> <p>→ Accreditation of prior learning (APL) refers to prior formal learning at a lower lever of education and/or not formally validated (no credits assigned). Such prior learning may count toward the completion of a course of studies if properly assessed and upgraded (see chapters 3 and 4 of these Guidelines).</p> | |
| Non-formal learning and Informal learning | <p>Learning which is counted as prerequisite/entrance qualification for a formal programme of studies.</p> <p>→ Special access requirements: Schools may specify special access possibilities which include non-formal learning. A clear and binding policy must</p> | <p>→ If credits are given, such learning must be formalised by</p> <p>(a) including it into the learning activities of other modules of the curriculum, or</p> <p>(b) by designing a separate syllabus for such learning (see</p> |

| | | |
|--|--|---------------------------------|
| | be in place (see Manual 3.3). | chapter 5 of these Guidelines). |
| | <p>Learning which may count toward the fulfilment of the requirements for the completion of a formal programme of studies.</p> <p>→ Institutions may recognise non-formal prior learning (Accreditation of prior experiential learning APEL) if it covers certain learning outcomes in such a way that credits can be given for it. Proper assessment must be carried out as spelled out in these Guidelines (see chapter 4 and 5 of these Guidelines).</p> | |

2. General principles for the recognition of non-formal and informal learning

1. Not all of life, i.e. **not every experience, can or should be measured, recognized and validated.**

Example: growing up in a family is not, as such, a learning experience for which formal credits can be given in later formal training. Normal attendance of Sunday worship services should not be credited.

2. Informal and non-formal learning experiences must be **considerable and significant (quantity, quality and relevance) in view of the intended learning outcomes of the formal training** for which they should count.

Example: if a person has lived in Peru with her/his family when he/she was a child, it will be difficult to measure and validate this learning experience in connection with later formal education. However, if a person has spent one year working in a mission project in Peru shortly before starting Bible College, it is more appropriate to think about recognizing some formal and informal learning.

3. **Experience as such is not yet learning!** Experience leads to learning only if it is reflected in dialogue with relevant theory.

Example: if a person has worked with children in a church for many years (Sunday school), this is not automatically a measurable learning experience. It can become one, if this person can demonstrate qualified reflection of these experiences which may include reading at the level expected in the training for which the prior learning shall count.

4. Informal and non-formal learning must be **demonstrably similar in terms of outcomes** relative to the learning outcomes of the programme for which it is going to count. This explicitly includes the proper **integration with the larger curriculum.**

Example: if a person attended a seminar "Introduction to the Bible" in connection with the denominational training of Youth Leaders, this "Introduction to the Bible" must be demonstrably similar to the respective module of the formal curriculum in terms of outcomes (content, quantity and quality) in order to be recognizable.

5. Non-formal and informal learning must be **documented** in order to be assessed, and it must be **assessed according to predefined learning outcomes, methods, standards and procedures of assessment** at the level of the programme for which it will count. Institutions that want to acknowledge non-formal and informal

learning need a policy statement for the recognition of prior non-formal and informal learning.

6. **Caution:** Schools are strongly advised to apply the recognition of non-formal and informal learning very cautiously and restrictively. The intention of the recognition of non-formal and informal learning is to honour and recognise learning which takes place outside the formalised course of studies. It avoids duplications in education and releases students from spending time and money for doing the same thing twice. However this is only appropriate if it refers to larger components of learning which are clearly identifiable and assessable.
7. **Costs:** Due to the fact that the recognition of non-formal and informal learning involves time, work and expertise, it is appropriate to charge students for that. Such fees can amount up to the fee per credit for normal courses.
8. **Quality management and policy:** Recognition of non-formal and informal learning should not be done occasionally and superficially. Schools which plan to provide recognition of non-formal and informal need to be prepared well. This includes (a) a solid policy which needs to be submitted to the EEAA, (b) proper quality assurance mechanism which ensure consistent assessment of non-formal and informal learning, (c) expertise (training) in the evaluation and assessment of non-formal and informal learning.
9. As a general rule a maximum of 25% of ECTS credits may be awarded for all aforementioned forms of non-formal and informal learning within the boundaries of the specifications outlined in the following chapters of this Guidelines.

3. Assessing and validating non-formal and informal learning

The basic principle is that all recognition of non-formal and informal learning is based on its equivalence with the defined learning outcomes of the formal educational programme for which it counts.

In practice this means that the following steps have to be implemented (detailed description of each stage in the *2008 Guidelines*, pp. 41-42; list of components of each stage in Annex 2 of the *2008 Guidelines*):

1. **Policy and orientation:** The student is informed about the standards and procedures for the validation of non-formal and informal learning. For that purpose a policy must be in place in written form (a manual for the recognition of non-formal and informal learning). This manual is approved by the EEAA. It answers the following questions:
 - How are interested individuals informed and advised in the process of preparation for the recognition of their non-formal and informal learning (regulations, standards, tools, procedures)?
 - How are non-formal and informal learning assessed (expectations, standards, credit-counting, intended level of accreditation, assessment methods, procedures)?
 - How is the entire process documented, filed and made accessible to the EEAA accreditation (process documentation and files, form of presentation to the EEAA).
2. **Documentation:** The student documents his/her non-formal and informal learning according to the guidelines defined by the school's policy.

It is important to notice that it is not sufficient to list the learning activities (not even if time and intended learning is mentioned). Acceptable assessment can only be based on defined, documented and measurable learning outcomes.

Example: a student attends a workshop offered by a mission agency dealing with cross-cultural communication. The student wants to get credits for this "learning experience". It is not enough that he/she documents the time (number of sessions) and the topics covered by the workshop. The student needs to document

measurable learning outcomes which are comparable with learning outcomes of relevant courses offered within the programme for which it shall count.

3. **Assessment and validation:** The school assesses the non-formal and informal learning of a student based on the documentation and other appropriate assessment tools. The basic rule for the assessment of non-formal and informal learning is defined by the *2008 Guidelines* as follows (p. 43):

Guidelines

The methods used for validation of non-formal and informal learning are essentially the same tools that are used in the assessment of formal learning

When used for validation, tools have to be combined and applied in a way which reflects the individual specificity and non-standardised character of non-formal and informal learning,

Tools for assessment of learning need to be fit-for-purpose

A school making provision for the recognition of non-formal and informal learning must therefore establish a list of assessment methods which are appropriate and ensure a reliable validation of the learning outcomes.

The following inventory of methods is suggested in the *2008 Guidelines* (p. 44):

Debate offers the candidate a purpose to demonstrate depth of knowledge as well as communicative skills.

Declarative methods: based on individuals' own identification and recording of their competences, normally signed by a third party, in order to verify the self-assessment.

Interviews can be used to clarify issues raised in documentary evidence presented and/or to review scope and depth of learning.

Observation: extracting evidence of competence from an individual while they are performing everyday tasks at work.

Portfolio method: using a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways.

It is now possible to extend the classification to encompass some assessment methods that are common but are not easy to classify on the five categories above.

Presentation can be formal or informal and can be used to check ability to present information in a way appropriate to subject and audience.

This is now a useful broad classification and whilst some categories overlap a little, others may be further distinguished. Some specific validation processes may make use of more than one of these approaches to achieve greater validity, reliability, fairness and fitness for purpose of results. Each of the categories is now expanded to show the range of assessment methods embedded in each of them. Following this issues of quality are discussed.

Simulation and evidences extracted from work: where an individual is placed in a situation that fulfils all the criteria of the real-life scenario in order to have their competencies assessed.

Tests and examinations: the identification and validation of informal and non-formal learning through or with the help of examinations in the formal system.

The *2008 Guidelines* provide a more detailed description, pp 44-46.

After the assessment the school validates the non-formal and informal learning, i.e. it values the **quantity** and the **quality** of the submitted learning in comparison with the standards of the formal programme (learning outcomes, credit counting, level of studies, etc.).

Normally the verdict can take three directions:

- The submitted non-formal or informal learning is in full compliance with the expectations and credits can be granted.
- The submitted non-formal or informal learning is in partial compliance with the expectations (not all required learning outcomes are met). In such cases (b) students may be required to take a module but exception from selected assignments may be granted, or (b) credits may be granted if additional work is submitted (often a theory-based reflection needs to be added).
- The submitted non-formal or informal learning is far from being in compliance with the expectations and credits cannot be granted at all.

An example outlining the process of assessing and recognising of prior learning can be found at www.rcn.org.uk/_data/assets/pdf_file/0007/176344/Tool4.2-Understand_APEL.pdf)

4. Examples³³

1. Readings

Case: A student submits a list of books which he/she read and asks for recognition.

³³ The examples reflect case studies which were discussed at a workshop conducted by EEAA with representatives from two EEAA institutions, held September 30, 2011 at AWM, Korntal, Germany.

Basically such reading may be recognised under certain conditions. Most notably the submission of a readings list is definitely not sufficient for a possible recognition. **Learning outcomes comparable to those of the module for which the reading is intended to count must be demonstrated and assessed.**

It is only advisable to validate prior reading only if it is relevant for the module for which it is submitted. The intention is not to credit each extracurricular book a person read.

The following criteria and assessment is necessary:

| Standard | Assessment |
|---|---|
| Only readings relating to learning outcomes of the module for which they are intended to count can be taken into consideration. | The readings submitted for recognition must clearly be assigned to modules their learning outcomes of the programme for which they are intended to count. |
| Appropriate learning outcomes similar to the learning outcomes of the module for which the reading is intended to count must be demonstrated. | The student needs to produce a piece of work (written assignment, exam, interview) which can and will be assessed with the same rigor and at the same level ³⁴ as assignments submitted in the module. |

2. Seminars at the non-academic level

Case: A student attended a series of seminars for youth work offered by his/her denomination. He/she may even have received a certificate for completing a certain course of studies at a non-academic level.

Basically such semi-formal education at a lower level may be recognised under certain conditions. The sole participation in such a seminar is not sufficient for possible recognition. **Learning outcomes comparable to those of the programme for which the seminars are intended to count must be demonstrated and assessed.**

The following criteria and assessment is necessary:

| Standard | Assessment |
|--|---|
| Only seminars relating to learning outcomes of the programme for which they are intended to count can be taken into consideration. | The seminars submitted for recognition must clearly be assigned to courses and their learning outcomes of the programme for which they are intended to count. |
| Appropriate learning outcomes similar to the learning outcomes of the programme for which the seminars are intended to count must be demonstrated. | The student needs to produce a piece of work (written assignment, exam, interview) which can and will be assessed with the same rigor and at the same level ³⁵ as assignments submitted in the |

³⁴ The appropriateness of the submitted work in term of academic level should be assessed according to the Dublin Descriptors.

³⁵ The appropriateness of the submitted work in term of academic level should be assessed according to the Dublin Descriptors.

| | |
|--|-----------|
| | programme |
|--|-----------|

3. Participating in academic courses as ‘auditor’

Case: A student has been participating as an auditor in a number of courses which operates at the same academic level as the programme for which the submitted extracurricular learning is intended to count.

Basically such learning may be recognised under certain conditions. The sole participation in classes (auditing) is not sufficient for possible recognition. It is also not accepted to give partial credits for sole class attendance without producing the assessable evidence of learning (readings, writing, and exams). **Learning outcomes comparable to those of the programme for which the participation as auditor are intended to count must be demonstrated and assessed.**

The following criteria and assessment is necessary:

| Standard | Assessment |
|---|---|
| Only the participation in courses relating to learning outcomes of the programme for which they are intended to count can be taken into consideration. | The participation in courses as auditors submitted for recognition must clearly be assigned to courses and their learning outcomes of the programme for which they are intended to count. |
| Appropriate learning outcomes similar to the learning outcomes of the programme for which the course participation is intended to count must be demonstrated. | The student needs to produce a piece of work (written assignment, exam, interview) which can and will be assessed with the same rigor and at the same level ³⁶ as assignments submitted in the programme |

4. Ministerial experience

Case: A person has served as Sunday school teacher for more than 10 years prior to enrolment to formal theological training.

Basically such ministerial experience may be recognised under certain conditions. The sole fact that a person has served in a certain capacity for a considerably number of years not sufficient for possible recognition. **Learning outcomes comparable to those of the programme for which ministerial experiences are intended to count must be demonstrated and assessed.**

The following criteria and assessment is necessary:

| Standard | Assessment |
|--|---|
| Only ministerial practice relating to learning outcomes of the programme for which they are intended to count can be taken into consideration. | The ministerial practice submitted for recognition must clearly be assigned to courses and their learning outcomes of the programme for which they are intended to count. |

³⁶ The appropriateness of the submitted work in term of academic level should be assessed according to the Dublin Descriptors.

| | |
|---|---|
| Appropriate learning outcomes similar to the learning outcomes of the programme for which the ministerial experience is intended to count must be demonstrated. | The student needs to produce a piece of work (written assignment, exam, interview) which can and will be assessed with the same rigor and at the same level ³⁷ as assignments submitted in the programme |
|---|---|

These principles applied to these examples can easily be transferred to other cases.

5. Recognition of non-formal and informal learning alongside the formal curriculum

The recognition of **non-formal and informal learning during the time of formal training** (after enrolment alongside the formal training) is critical and several issues need to be considered. Basically it is helpful to distinguish three types of learning activities in this case:

(a) **Formalization of activities which traditionally have not been part of the formal curriculum** but can - according to the EEAA Manual - to a certain extent and under certain conditions, become part of the formal curriculum (areas such as workshops, internships, apprenticeships, training seminars, spiritual formation, mentoring, ministry and cultural awareness). However, in order to do this, such activities need to be pre-defined in a syllabus in terms of learning outcomes, learning methods, standards and procedures of assessment, and they must contribute toward the overall learning outcome of the programme. Through this process of formalization such activities become formal and are, in a strict sense, no longer called informal or non-formal learning. The way in which this kind of learning activities can become part of the curriculum will be spelled out later.

(b) **Non-formal and informal learning during the formal studies** refers, in a strict sense, to learning experiences which occur in every-day life and work outside the formalized curriculum. Such learning experiences can only be counted toward ECTS credits within very limited boundaries:

(i) Time for the activities of everyday-life should not counted for credit: *Examples: living in community; preparing meals; practical work on campus; physical recreation; attending worship services etc.*

(ii) For certain very specific learning experiences, credits can be awarded, if these learning activities are clearly defined, integrated into the curriculum and thus, serve the learning outcomes of the programme. *Example: certain specific functions and responsibilities, such as serving at the student council or leading the worship team for a certain period of time can be defined as learning activities in combination with reflection, possibly as part of a syllabus in Practical Theology.*

(iii) The recognition of non-formal and informal learning after the actual learning should be avoided. *Example: a student is responsible for the organization of physical recreation for the students as a non-credited activity. After one year she/he asks for recognition of the informal-learning because she/he learned a lot in terms of leadership. Such non-formal learning should not be recognized, except in cases where an identifiable, unusual learning experience occurred which contributes in a significant way to the learning outcomes of the programme.*

³⁷ The appropriateness of the submitted work in term of academic level should be assessed according to the Dublin Descriptors.

The following examples may help in specific situations:

1. **ECTS credits can be awarded for internship, work placement and supervised ministry.** The same applies to **personal mentoring** and **cultural exposure**. In all these cases syllabi must be in place and the learning must be assessed. The same assessment methods may be applied as outlined in chapter 3 of this Guidelines.
2. **Spiritual disciplines, such as worship, prayer or small group meetings,** may be counted if they are defined as part of a module like spiritual formation. In this case there must be some sort of formal theory-based reflection of the experience. The learning outcomes of the assignments must be spelled out in the syllabus and they ought to contribute to the module's learning outcomes. However it is questionable to formalize all spiritual activities because, as is fitting with the character of spiritual disciplines, they should not be under the scrutiny of constant intellectual reflection.
3. **Practical student work on campus:** Possible work of students (housekeeping, maintenance, catering, building projects, etc.) normally serves two purposes: (a) students participate in the housekeeping work of their premises (as they would, if they lived on their own), and (b) students earn money by working for the institution. In any case, this work as such is NOT part of the theological and ministerial training. The time spent for such practical work should not be counted. However, depending on the defined programme learning outcomes, some experience in connection with this practical work may well contribute to some learning outcomes (e.g. character formation, social competences). A school may want to include reflections upon such practical experiences into the assignments of particular courses or modules. Or, another example: if students exercise leadership roles in connection with practical work, this may be considered as part of a course in leadership.
4. **Social life and physical recreation:** These are not envisioned to count for credit. They are part of leisure time and should not be put under the pressure of structured course work and intellectual reflection. But again (as mentioned above), depending on the defined programme learning outcomes, some experience in connection with social life and physical recreation contribute to some learning outcomes (e.g. character formation, social competences). A school may want to include reflections upon such experience into the assignments of particular courses or modules. And again: if students exercise leadership roles in connection with social life and physical recreation, this may be considered as part of a course in leadership.

3.3.4

Upgrading degrees

A final case that calls for special provisions is represented by alumni who wish to upgrade their degree. This situation might be quite common for schools which receive qualification to issue accredited degrees after many year of operation without this authorisation. In these cases how should a school consider the credits it has issued in the past at a non-accredited level?

The general practice seems to be to do this on a one-off basis, that is to decide whether a specific non-accredited course will count towards a specific degree course and to what extent. In making this decision careful consideration must be given both to the issues of *quantity* and of *quality*.

Verify quantity

Schools must evaluate the previous studies of each student in order to verify how many ECTS credits correspond to what has been already done. This calculation needs to be done by taking into consideration not only classroom hours but all learning experiences. If other formal, non-formal or informal learning has taken place since graduation of these students, it may also be evaluated for ECTS credits, provided that it be demonstrated as learning contributing to the graduate profile and final *learning outcome* (see 3.2.3).

Once this quantitative evaluation is complete, the school will inform the alumnus regarding the number of missing ECTS credits, the area(s) of competence involved and what needs to be done to earn them.

Verify quality

Quantity alone is not sufficient in upgrading degrees and quality is also an issue for, at least in the case of ECTS credits earned for formal learning, the quality of previous non-accredited studies may be lower than that required by the accredited degree.

Once it is ensured that the necessary access requirements have been met to allow the student into the new accredited programme, the concepts of **progression** and **differential weighing** are useful in judging the level of previous studies and help to consider whether previous studies can supply credits to a degree course and, if so, for what years and in what measure.³⁸

Progression is the concept according to which a first-year student is not required to exercise critical sense with the same competence as a third year student, and a second year student is not asked to work with primary sources in the same way as a third year student, etc. Student requirements at level 1 are lower than at level 2, which in turn are lower than at level 3. In upgrading degrees, the school must discern the level of the previous courses and decide to what year they can be applied.

The concept of **differential weighing** means that the classification for a degree is only based on years 2 and 3 of the degree and that the assigning of marks is disproportionate. In practice 60% of the classification is based on year 3 and only 40% on year 2, thus judging the student more on the final year than on the previous year, assuming that the finished product is a more valuable indicator than the product in process. This figure can then be converted into an ECTS score, expressed as a grade point average or as a degree classification. Differential weighing is useful for credit transfers or upgrades because the last year matters more, conversely, the previous years matter less and so can be accounted for with greater freedom, or accepted as taught at a lower standard without seeing this as so important, since they carry a lower percentage of marks.

³⁸ This section illustrates upgrading 3 year Bachelor level degrees.

Once this evaluation is completed, students may be required to earn additional credit through bridge programmes that will allow them to obtain the degree upgrade. These bridge programmes should be designed to complete missing credits and cover shortfalls *vis a vis* the intended learning outcomes.

Considering that this entire procedure may require time and effort on the part of school personnel who will need to engage in a case-by-case evaluation, it is fair that students requesting an upgrade their degree be charged a fee for this information. Should a student believe that his situation has been unfairly evaluated, he has the right to appeal, but it must be clear that all final decisions rest with the school.

3.4

The Self-Evaluation Report (SER)

The culmination of the process of accreditation is the production of a collection of documents called the **Self-Evaluation Report**. This is the most important set of documents a theological school will produce during the accreditation process, and constitutes the main evaluation instrument used by the Council in considering candidates. This section of the EEA Manual intends to help schools understand the nature of self-evaluation and the necessary parameters to produce an acceptable Self-Evaluation Report.

Self-evaluation is actually the central feature of the accreditation process and is required during all phases of EEAA's accreditation procedure. Accreditation is a process with at least two basic functions: internal development and external recognition. It is designed, first, to enable an evangelical theological school to come to a clear self-analysis relative to accepted quality standards, and in this light to plan and execute for itself an orderly programme of improvement. Accreditation is designed, secondly, to enable such the theological institution to demonstrate its quality achievements in order that the soundness of its operations might be recognised and appreciated and its credibility thus secured within the wider community of churches, missionary societies, Christian organisations and other educational institutions.

A theological school desiring accreditation must therefore undergo a thorough process of self-evaluation. Some theological school leaders are perplexed about how to engage this process. Some Self-Evaluation reports contain a list of achievements (courses added, books and periodicals purchased, higher degrees obtained by teachers). These lists are useful, but fail to indicate what outcomes those courses, books and degrees are supposed to achieve. The Self-Evaluation Report should never be document for institutional self-glorification, but rather a critical analysis of its current state and precise areas of need for improvement.

3.4.1

1. The nature of a Self-Evaluation Report

Self-evaluation may be defined briefly as a process of critical, corrective self-inquiry resulting in a comprehensive analytical report. This needs some explanation:

- a. Self-evaluation is first a **process** and not merely a document. Normally self-evaluation will take at least the better part of a year and will involve extensive collection of data, critical analysis, the formation of collective opinion and decision, realistic adjustments and often further review and assessment. The validity and usefulness of the full report, which emerges at the end of this experience as its final step, is entirely dependent on the thoroughness and reliability of the actual process.
- b. Self-evaluation is also a **self-inquiry** and not merely a measurement of the theological school and its programme against externally set standards. As such it deliberately attends to all aspects of the theological school and its programme, whether or not mentioned in the set standards, in order to achieve a comprehensive picture. The written standards at this point offer a suggestive guide and framework for the inquiry, but by no means limit its scope.
- c. Self-evaluation is a **critical process** and not an exercise in self-justification. There must indeed be a sound perception of institutional realities, but the significance of this process necessitates that this perception be coupled with deliberate, searching analysis of causes and valuation.

- d. Self-evaluation is also a **corrective process** and not merely a reflective effort. As the inquiry gets underway, it may soon become apparent that various adjustments and improvements are called for to bring the theological school and its programme up to the standards of its own expectations and objectives, as well as to the expectations of the EEAA. These changes should be implemented as an integral part of the evaluative process.

Self-evaluation is not a negative exercise. On the contrary, it helps the theological school to sort out and identify its strengths as well as recognize its weaknesses. The theological school is not required to engage in a general public exposure of its problems, but rather chooses to engage itself in a process intended to reveal within the confines of the institution its problems and its strengths, assisted by a limited number of friendly and informed external observers and advisors who maintain total confidentiality.

It is highly important therefore that the attitudes of those participating in the self-evaluation be suited at all stages to the nature of the exercise, notably keeping constantly in mind that the evaluation exists first and foremost for the sake of the theological school itself. EEAA's services are carried out by people whose Christian commitment and vocational concerns are one and the same as those of the institutional staff. There is therefore empathy for problems, shared pleasure at strengths and deep concern for helping the theological school in its own desire to improve its service for the building up of the Church of Jesus Christ. The self-evaluation should be carried out with this sense of constructive, candid, sympathetic Christian partnership on all sides.

In sum, EEAA accreditation could be characterised as "paracletic": its relationship with the institution is not "top-down", but rather "coming alongside" to assist and encourage evangelical theological institutions. Self-evaluation is a development-oriented process motivated by a strong desire to improve the achieved quality to a new level of operation and results. Self-evaluation is a crucial tool for meeting the real needs of the stakeholders and increasing their interest, support and involvement in theological school activities.

3.4.2

2. Guidelines for producing a Self-Evaluation Report

The following guidelines are meant to assist schools in the process that culminates in the production of the **Self-Evaluation Report**. Although there are many ways of performing self-evaluation, the following have had proven value in the European context.

- a. **Set up a committee.** Most institutions will probably find it best to give responsibility for general planning and coordination of the process to one individual of the staff, for example, the chief administrative or academic officer, or to a small committee with an active chairman.

A practical way of implementing the self-evaluation process is to create small task groups. These groups can have specific assignments given in writing, such as: evaluating the clarity and adequacy of the school's mission statement, core values and vision, developing or improving learning outcomes, integrating courses in corresponding profiles, checking syllabi in accordance with the set goals, selecting books and periodicals appropriate for each course, evaluating the true effectiveness of practical assignments and internships for giving effective training in the envisioned vocation.

- b. **Prepare a timetable.** An adjustable timetable should be set up at the start. The first phase might be devoted to a preliminary review in order to determine what has to be done and to set priorities. The second phase would involve the actual work: collection of data, analysis, conclusions, recommendations etc. A third phase would include the final writing of the SER.
- c. **Structure the Report** Evaluation must follow the structure and outline of EEAA Accreditation Standards(see **3.2**). A helpful tool to follow this structure is found

in the *Self-Evaluation Checklist* (see 3.4.3) that can be used to prepare a Self-Evaluation Report. The Accreditation Standards help to determine strengths and weaknesses and to indicate what plans have been made or need to be made to enhance the strengths and/or correct the weaknesses. The evaluation must be based on clear factual data, details of which may be appended. Additional features of the theological school and its programme not covered by the standards may be added to this framework.

- d. **Collect data.** Much work must be done in the Self-Evaluation process in collecting data. This may be done using questionnaires, interviews, observation, special strategic meetings or brainstorming. Besides the answers to the required questions and areas of evaluation, *Supporting Documentation* is required and must be attached to the Self-Evaluation Report (see 3.4.4).

In order to be most valid and beneficial, the evaluation should normally involve the participation of all members of the administration and staff, and where possible, other stakeholders such as board members, alumni, students and sponsoring churches/organisations. Wherever appropriate, data on existing conditions should be supplied with regard to the previous three years.

- e. **Analyse data.** After collecting the data the school's committee will analyse the data, formulate opinions and suggest improvements. The report should highlight the strengths and weaknesses of each area and state adjustments, whether planned or already initiated. The results of the evaluation should represent as much as possible a common consensus of all participants.
- f. **Produce a final document.** The final phase would then be the production of the Self-Evaluation Report and its submission to the EEAA Coordinator who will bring it to the Council. The answers to all the questions in the *Self-Evaluation Checklist* (see 3.4.3) together with the *Supporting Documentation* (see 3.4.4) form the main body of the Self-Evaluation Report (SER).

With predictable delays and interruptions, the whole process usually takes the better part of a year, and possibly longer. Throughout the entire process of self-evaluation, the EEAA Coordinator is available for consultation.

The Report should be submitted to the EEAA through the Accreditation Director. With the progress made in digital file storage, schools should submit only digital copies of all documentation in saving digital files, please use either .doc or preferably .pdf formats)

Send a digital copy of your SER to:

Accreditation Director
Bernhard Ott
accreditation@eeaa.eu
also send in Cc to office@eeaa.eu

If your email server will not support large attachments,
please make arrangements with the Accreditation
Director

3.4.3

Self-Evaluation Checklist

In order to help ensure that all the areas required in a **Self-Evaluation Report** are included, the EEAA Council has prepared the following questionnaire. This Self-Evaluation Checklist follows the outline of the *Standards for Accreditation* described in 2.2 and thus represents a useful tool that should be used as an overview of the areas that need to be evaluated.

The Checklist takes into account various delivery methods, and may be used 1) for full-time residential programs, 2) for Distance Learning programmes and 3) for programmes that contain a mix of delivery methods. Some delivery-specific questions may not apply to all programmes.

Introduction

- The opening section of the Self-Evaluation Report should include a condensed introduction to the establishment and history of the institution. If your programme includes Distance Learning, also include a brief history of its inception.
- Also describe the process of self-evaluation, specifying how and when it was carried out, who was involved and in what capacity.

1. Evangelical value-centred (see 3.2.1)

- Please write a full response of how your school integrates and implements each of the 11 Core Values for theological education described in section 2.3. Include a response to each of the specific Examples of Evidence in the table.
- Describe how the school integrates and implements its statement of faith into all its activities.

2. Strategic Plan (see 3.2.2)

- In this section you should provide official objectives, vision, core values and mission statement of your institution.
- Are your institution's objectives clearly defined and recorded in your printed documents? Do they relate to the institution's programme as a whole? What aspects of the programme are in fact not covered by these objectives? What specific steps are regularly taken to ensure that the staff and the students are sufficiently familiar with these objectives? What hard evidence is there that these objectives are really achieved? Do the objectives need to be modified or expanded to suit the actual achievement potential of the institution?
- What major proposals for the development of the theological school are under consideration? What major projects have been approved? What unresolved questions currently face the institution? Is there a strategic plan?
- When was your strategic plan last reviewed and by whom?
- Formulate a profile for the educational programme you wish to have accredited that includes the purpose and nature of the programme of studies and states the specific field of learning (ie: Theological and Religious Studies). Also specify if the programme is vocationally or academically-oriented and explain your understanding of the difference and the reason for your choice.
- Vis a vis the educational programme of the school, what desirable objectives are not served adequately by the existing programme(s)? What aspects of the programme do not presently serve any specific objective? Which aspects of the programme need better controls for serving specific objectives?
- Has your school developed clearly outlined learning outcomes? Do you only have one curriculum for all students, or are there flexible curricula that can potentially be tailored to specific learning outcomes?
- In what ways does your curriculum as a whole show evidence of deliberate attentiveness to the specific Christian community of the students' future ministry? For what vocations are you preparing your students and what hard evidence is there that they are performing successfully in these vocations? Please provide evidence that your programme is contextualised and acts on behalf of the evangelical community in Europe by setting standards that represent its interests. Are your courses written by faculty that live in the same context of the school? In what way do courses aim to respond to the specific needs of the church and the culture in which the students will minister?

Distance Learning annotations:

- Where Distance Learning programmes are used, please specify the general objectives of the DL programme. Who decided what these general objectives should be? Was it the school, using as the point of departure its own institutional programme or the programme of some other school, or were the objectives formulated after consultation with local church leaders and potential DL students? Have any goals been set for further development of your Distance Learning programme over the next five years and who is responsible for implementing them?

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

3. Programme development (see 3.2.3)

- In this section you should provide a full description and evaluation of the educational programme of the theological school as a whole, including all aspects of curricular and extracurricular activity, including spiritual and practical objectives.
- Express your understanding of what learning outcomes are and how they should condition the educational programme.
- How have the learning outcomes been defined? Who led the process and who has been consulted in this process? Who has done the final draft and who has approved the outcomes?
- Do the school's learning outcomes cover all the areas of competence outlined by the Dublin Descriptors? Do they correspond to the level of study of the programme? Has an effort been made to incorporate an evangelical ethos in the framework of the descriptors? Give examples.
- Attach a full description of learning outcomes for the programme being accredited.
- In what way do the learning activities that make up your curriculum fulfil the learning outcomes? Has the curriculum been built to achieve the learning outcomes or have the learning outcomes been added onto an existing curriculum? Attach a copy of the curriculum that indicates how the single learning activities fulfil the learning outcomes.
- Are faculty members made aware of learning outcomes and encouraged to use them? If so, how? Does the school have template for syllabi that all its faculty members are called to formulate in writing or is each faculty member left free to write his/her syllabi without any guiding criteria from the school? Please attach examples and evaluate adequacy of existing materials.
- Are written syllabi produced for all learning activities including, for example, mentoring, spiritual formation and ministry experience? Please attach examples and evaluate adequacy of existing materials.
- What measures are taken to avoid the duplication of course content?
- Please describe the different educational methods that are used in the full-time residential programme. What learning activities are the students engaged in? Give a list of different learning activities and indicate the approximate percentage of the total programme represented by each.
- Where required, are research projects and thesis adequately monitored and evaluated?

Distance Learning annotations:

- Please describe and evaluate Distance Learning programmes that may be used either 1) to interface with full-time residential studies or 2) as self-standing programmes.
- Please describe all non-full time residential educational programmes of the institution, as for example, evening school, correspondence courses, e-learning, TEE, student wives' classes. Explain how these are organised, integrated into the total programme, if they receive credit and to what degree they are proving suitable to the objectives and resources of the institution.
- If various levels of training are being offered by DL, what are the specific objectives for each level? What qualifications may be achieved by DL? Is your DL programme self-standing or is it interfaced with your full-time residential program?

Annotations for other delivery methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.
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4. Credit counting and duration (see 3.2.4)

- Do all faculty members have an accurate understanding of the ECTS credit counting system? What training has been provided and when?
- Does the duration of your programme correspond to the required standards of the corresponding level of study?
- State length and number of daily class periods, average number of class hours per day and per week for a student, actual number of weeks of instruction in the academic year, approximate opening and closing dates of academic year, and number of academic years required for each particular curricular programme.
- How many hours of learning activity do you calculate for each ECTS credit?
- In addition to any other system of credit counting, are all courses calculated in terms of ECTS credits in correspondence to the level of study? If not, what system is being currently used? Do you have plans to adopt ECTS credits for all your courses (including DL)?
- Are procedures implemented to use ECTS credits for all learning activities and not only for classroom hours? Do you award ECTS credits for non-formal and informal learning? Do you award ECTS credits for ministry experience and mentoring programmes within your curricula? Give examples of how ECTS

credits are calculated for different learning activities. Is there an overall balance in the kind of activities that receive credit?

- Do you make provision for ECTS credits for previous work/ministry experience?

Distance Learning annotations:

- How many ECTS credits are offered by DL and how can they be earned? Describe the contents of your DL programme in terms of ECTS.

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

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5. Teaching, Learning and Assessment (see 3.2.5)

- Give ample room to describe how the teaching and learning, the classroom organisation and the pedagogical practices in the school occur in harmony with principles of effective adult teaching and are at an appropriate level and academic depth for the programme. Give specific examples and indicate theoretical models where appropriate.
- Describe and illustrate in what ways the teaching and learning that occurs in the college is fitting to the discipline of theology.
- In what way does the teaching and learning aim at integration between academic instruction, ministerial training, spiritual formation, character education and theological reflection?
- Does the school have a written assessment policy statement including right-of-appeal procedures?
- Please describe how student-evaluation records are kept. Does the school keep a Student Progress File for each student? What is included in this file besides course grades?
- Please describe the different methods used in evaluating learning activities. Does evaluation take place in light of the learning outcomes? Describe how.
- Do students understand how they will be evaluated? How is this communicated to them?
- Please describe evaluation processes for non-classroom learning activities (mentoring, ministry experience, personal research, etc).
- Please assess the provision for evaluation of Christian character and practical Christian experience. How are the spiritual and relational life and the character of students evaluated?
- Are ECTS marks included in the Student Transcript? Does the Student Transcript include all evaluations or only classroom related grades?
- Are forms of final assessment used? If so, of what sort and to what end?
- How is evaluation of students' work carried out in DL programmes?

Distance Learning annotations:

- Where do the DL students sit for their examinations and who are their supervisors? How does the theological school ensure that examinations are conducted under normal examination conditions? Indicate strengths and weaknesses.

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

6. Graduation (see 3.2.6)

- Please give figures on numbers of graduates each year over the past three years in each curricular programme. List all cases of students leaving the theological school without completing their course over the past three years indicating reasons.
- Are graduation requirements made clear to all students at the time of enrolment? How is this information communicated? Does the school have a method of judging whether at graduation a student is fit for ministry or leadership? What happens at graduation if a student is not judged fit in this way?
- Does your theological school provide each graduating student with a Transcript, a Diploma and a Diploma Supplement? Provide samples of all three documents.

Distance Learning annotations:

- Where Distance Learning is used, indicate graduation requirements according to programme, including the maximum number of years the theological school allows for the completion of each programme. How many students have completed a programme of study over the past three years? What percentage of those who, at the moment of enrolment committed themselves to completing a programme, have subsequently indicated their intention to *not* complete the programme, over the past three years?

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

7. Community and discipline (see 3.2.7)

- Does a healthy sense of community life exist among all members of the institution? Is this owing to conscious, planned effort or does it emerge naturally from the community? In what specific ways does the theological school seek to foster a sense of community life among all its members, and with what degree of visible success?
- Does your theological school have a student pastor or chaplain? What is his time involvement? What is his job description and organisational position? If not, who is responsible for extra-curricular spiritual activities?
- How much time per week is allotted for chapel services, prayer-meetings, personal talks with students and staff, etc.?
- Please describe all regular extracurricular activities which form a part of the community's life. Discuss whether these serve the institution's overall objectives. Is there a need for improvement? Describe and evaluate provisions for personal and communal worship. Describe and evaluate policies and practice in student employment. Describe and evaluate provision of social and physical recreation.
- Please describe briefly existing student organisations, and explain their roles in relation to the institution's objectives. Are the objectives underlying student organisations observed in practice? What evidence is there that each organisation appreciates its role within the wider objectives of the community?
- What part do students have in planning and overseeing activities and functions of the institution's community life? In what ways are they involved in the decision-making processes of the institution?
- Does the school have a written code of ethics and regulations that students must submit to? Have cases of serious disciplinary action occurred in the past three years? Describe briefly your policy and procedures. In each case was action taken with reference to written standards familiar to students? Was action taken in consultation with the student's church or sponsoring body? Have the written procedures and records of action taken available for inspection.
- Please describe how your school promotes contact between students and their churches.

Distance Learning annotations:

- What provisions are made to monitor community life and disciplinary/ethical issues among distance learning students?

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

8. Mentoring, ministry and cultural awareness (see 3.2.8)

- What evidence can be offered that evaluation of personal development is integral to the procedures for preparing each student for graduation? Is the spiritual, behavioural and practical growth of each student specifically attended to and evaluated during his course of study, or is this left to emerge on its own as an expected by-product of the institutional programme?
- Please describe arrangements for systematic personal counselling of all students, and evaluate. Evaluate provisions for remedial tutoring.
- Please describe your institution's philosophy on the building of Christian character. Which counselling methods are used by your institution? Which courses on spiritual life or related topics are taught? How are records kept regarding problems and progress of students?
- How are students involved in mentoring, mutual counselling, in fellowship or prayer groups? How are students made accountable for their prayer life, church participation, moral life and relationships? How does the theological school help students solve moral or relational problems occurring outside of the

institution? How does the theological school help students find the will of God in their personal and vocational choices?

- Please describe the general objectives of your internship programme including responsibilities, requirements and quality assessment procedures. Provide examples of internship programs. Are your supervised ministry requirements in line with the level of study you have chosen?
- Who coordinates the supervised ministry program? What are his/her qualifications to do so? How much time is dedicated to this supervision?
- How is record keeping done for ministry experience? Who is responsible for these files? To whom are they given? Provide examples of post-ministry evaluation. Does the student receive a copy and are evaluations discussed with him/her? Is a copy sent to the local church or prospective employer? Have you had cases where inadequate ministry has forfeited graduation?
- What existing programmes do you have for providing guided practical experience within your educational course for the students in the specific vocations for which they are being prepared? Discuss problems, expectations and experience in this area. Does each student receive personal advice and orientation for ministry experience that fits his graduate profile? Give an example of how you have provided ministry experience for a specific graduate profile.
- Please give concrete examples of how the theological school encourages students to be aware and knowledgeable of the world in which they live and minister.
- Does the theological school provide access to printed and audio-visual media? Describe. Are students supervised in their evaluation of the media and of current affairs? Is any sort of political commentary or overview given? Are there courses or special seminars on contemporary culture? Are non-Christian lecturers invited?
- What special short courses, guest lectures, or special programmes have you had in the past three years? For what purposes? What are your plans for the future in this area?
- Do you have a programme where students can take courses abroad? Would this be possible in your context? Are students exposed to new cultural or ecclesiological contexts in their Ministry Experience? Do you organise ministry abroad for your students?

Distance Learning annotations:

- For Distance Learning programmes, what procedures do you have for determining whether your graduates have been adequately prepared for the ministry they are performing? Is some kind of partnership envisaged between the theological school and the churches of which DL students are members, to ensure that practical training is done satisfactorily? Is the church given an active part in deciding what kind of Christian service the student should do? How much and what sort of practical work are students required to do? What required practical theology courses relate to this practical work?
- By whom is practical work evaluated: Church leaders and/or a tutor, as well as by the student? In the case of Distance Learning programmes where church leaders have been involved in setting the objectives for the various DL programme being offered, are these same leaders involved in some way in evaluating whether or not students are reaching these objectives?
- Where Distance Learning programmes are used, are students encouraged to participate in teaching sessions in the context of a TEE programme, regional seminars, summer schools or modular courses? Give details. Is there any provision made for the networking of students by means of Internet forums, chat rooms or a student magazine? In what ways do the full-time residential students network with DL students?

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

9. Governance and organization (see 3.2.9)

- Describe the school's legal status and explain why that particular status is appropriate in the national context where the school operates.
- Describe the school's governance structure. Please formulate a summary statement concerning ownership and terms of holdings in relationship to the governing board and administration of the institution.
- Please list the members of board of control, indicating occupation or profession, church affiliation, length of time on board, present term of membership and basis and mode of appointment (representing what or whom?) Please give the date and place of meetings of the governing board over the past three years, attendance (in numbers) and approximate length of meetings.
- Are the terms of reference for the proprietors, governing board and administration adequate in scope, clarity and differentiation of functions and lines of authority? Evaluate how the governing process

actually works by citing a specific example of a suggestion by the administration (i.e. Principal) as it moves from consideration and decision to implementation. Where did the suggestion originate? Who considered it? Who decided? How soon and how well was it implemented? Please have the minutes of the board of control for the past three years ready for inspection by the EEAA visiting team.

- Are lines of authority and areas of responsibility suitably defined within the administration? Is the administration sufficient for the effective functioning of the institution?
- What is the organizational structure within the institution? Are there written regulations for the management of the institution? Please include them in your SER.
- Do all staff and faculty have clear job descriptions? Are lines of authority clearly defined? Please include some sample job description. If you have missionary staff and faculty on loan from missions and organisations outside the school, describe the lines of authority with these organisations and their seconded personnel.
- What record-keeping procedures are used for the theological school as a whole? How are student records and files kept?
- Who is responsible for the general administration of the school? What are the qualifications and experience of those involved in administration? Are they professional administrators or faculty members?
- Who is responsible for the secretarial functions of the school? Are there one or more full-time secretaries? How are the different secretarial functions organized? What are the qualifications and experience of the secretaries? To whom do the secretaries report?
- What kind of internal quality procedures are in place in the school? Are there scheduled monitoring and development procedures or is quality monitoring only done in crisis situations? What areas are regularly monitored? What areas are not sufficiently monitored?
- Who is responsible for seeing that internal quality control is done?
- What procedures are in place to monitor the different levels of administration, staff and faculty? Are these procedures clearly communicated and to all those involved? What is the procedure for firing staff or faculty?
- How often is the overall curriculum evaluated in consideration of changes in the work field? Are stakeholders consulted in these evaluations? Describe any critical reviews and adjustments of your educational programme as a whole, the curriculum and the syllabi during the past three years. When was the last extensive revision of the curriculum? In what way was this done?
- Is faculty regularly evaluated? By whom? How? Are the learning activities led by faculty also evaluated? Is there a *Student Questionnaire* for evaluation? Include samples of all types of evaluations used.

Distance Learning annotations:

- Where Distance Learning programmes are used, what role is attributed to the person who heads up the DL programme? How is his/her work coordinated with Faculty, tutors and students?

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

10. Faculty. (see 3.2.10)

- Give a list of teaching staff for the past three years, showing:
 - Academic qualification
 - Spiritual, character and ministerial qualities
 - Practical experience
 - Subjects taught
 - Other duties within the institution
 - Other duties or positions outside the institution
 - Full-time or part-time teacher
- Please evaluate the teaching staff in terms of size, qualifications, character, experience and commitment. What evidence is there that individual teachers are concerned to improve in professional skills and keep up-to-date in their fields of specialisation and in teaching methods.
- Are your teachers called to undersign the school's doctrinal statement? In which areas of theology do differences exist among your faculty and what is the approach the theological school takes to these differences? Is respect for different positions in minor areas modelled in the classroom? In what way is this monitored?
- Have all members of faculty undersigned the EEAA Core Values in theological education?

- What is the standing of your faculty within the national evangelical community? Are they respectable members of local churches?
- In what way are students in contact with faculty outside the classroom? How would you describe general relations between single faculty and students? Have there been issues of conflict among faculty and students or faculty and other members of faculty? How have these been handled? In what way does the theological school encourage faculty to do more than just academic teaching in the classroom? Do teachers model Christian character and a servant spirit to the students? Are they sensible to the needs of the class and to generational issues? Do they take part in community life and worship of the theological school and do they take visible interest in the students and their welfare? What opportunities for close informal contact between staff and students exist, and in what measure are these taken advantage of?
- Please list faculty nationalities and if the majority are not nationals, specify the reasons. In this latter case, how does your institution plan to develop national faculty?
- Is the amount of those duties of the teaching staff which are additional to teaching compatible with efficiency and high quality performance? Give teaching load for full-time and part-time teaching staff in class hours per week. Give ratio of teaching staff to students, averaged out for the past three years. Count twelve teaching hours of part-time teaching per week as one full-time staff for these calculations.
- How often are meetings of the teaching staff held? How regular is attendance at these meetings? How long are these meetings on average? On average, how much time is devoted to routine business and how much to consideration of general policy and the broader aspects of the institution's educational and spiritual enterprise? Reviewing the minutes of the past three years, what evidence is there that the decisions taken have been effectively implemented? Have the minutes of staff-meetings for the past three years ready for inspection by the visiting EEAA team.
- Describe and evaluate faculty committees. Are there structures, functions and procedures clearly formulated in writing? Do regular minutes exist? (please have such materials ready for inspection).
- Describe various recent measures taken to upgrade the academic qualifications and teaching skills of the staff and evaluate adequacy. Is there a system in operation for evaluating the effectiveness of instructional practices and skills? Is provision made for study leave? Describe faculty attendance at seminars, workshops or consultations on or off campus in the last three years. Outline plans for the future in this regard.
- Describe plans for faculty instructional development, enrichment of qualifications and provision for on-going faculty research. Also give evidence of past implementation of this standard.

Distance Learning annotations:

- What are the academic qualifications of the authors of distance learning courses? How are the teaching materials developed? Do they originate from class notes prepared for residential students by teachers employed by the same theological school or from elsewhere? In the case of materials originally written for teaching in a classroom situation, who adapted them for use by DL students? What qualifications do they have for doing this work?
- In the case of materials which originate from outside the institution, indicate the criteria used in the selection process.
- How often is the DL curricula reviewed?
- Please describe the teaching schedule of faculty employed in Distance Learning. Are they involved in extension schools? How many? How many trips per year? How many hours of teaching per session? Are they involved in correspondence with students? If so in what format and how much time is dedicated to this activity?
- What provisions are made for specific training of faculty in Distance Learning techniques and in particular of educational tools and Information Technology? Are specific training seminars arranged for?
- If your theological school uses Tutors in its DL programme, specify their qualifications and their role. How much of the student contact is done by faculty and how much by tutors? List those who have worked as Tutors in Distance Learning programmes over the past three years. Include details on their church affiliation, age, nationality, academic and non-academic qualifications, year of appointment, their responsibilities, the number of students for whom they are responsible, and work hours per week. How often do tutors meet with their department head? In what ways are tutors stimulated to improve the quality of their spiritual life and of their work? How is the effectiveness of the work of tutors evaluated? In what ways can students contact their tutor?
- Conclude by specifying major strengths and weaknesses in this category and outline adjustments accordingly implemented or planned.

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

11. Student access (see 3.2.11)

- Please furnish enrolment figures for the past three years, broken down according to the different curricular programmes. Also break down data by age, sex, ethnicity, and marital status. If your theological school has more than one delivery method and/or a Distance Learning programme, distinguish enrolment figures that make use of each method (how many full-time, extension, correspondence, etc.).
- Please furnish tabulation of academic qualifications upon which admittance of every student for the past three years has been based, by indicating number of admissions for each type of academic qualification. Please use the nomenclature used in your country for these qualifications, but provide explanation for any unfamiliar nomenclature, perhaps describing what each qualification amounts to. Categorise according to date of entrance, programme, sex, nationality, type of ministry involvement and (especially for DL) the kind of commitment made at the time of enrolment.
- Please compare the entrance requirements for your academic programme(s) with the relevant academic parallel in the educational system of your local country. Special attention should be given to explaining access requirements in your country for academic degrees as compared to vocational degrees. Give details on every exception you have allowed to this entrance standard in the past three years. Have documents or records supporting admission of all present students available for inspection by EEAA visitation team.
- Please describe and evaluate admission policies, procedures and materials (such as application forms and entrance examinations). Do you have provisions for mature students? Does your school organize "propedeutical" training for students without formal diplomas? Do you use equivalency examinations for access?
- How does the school evaluate the prospective students' commitment to Christian truth, values and ethics? Assess the provision within the application procedures for evaluation of Christian character and practical Christian experience. Describe procedures and include samples.

Distance Learning annotations:

- Please specify entrance requirements for Distance Learning programmes. Also specify (for DL) whether enrolment involves commitment to finishing an entire programme or if students can commit themselves to single courses which may or may not contribute to the completion of a programme.

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

12. Facilities (see 3.2.12)

- Please describe the school campus and evaluate adequacy. Include description of classroom spaces and equipment, library, housing and services for students and office spaces for secretarial facilities and for the teaching staff. Also evaluate sufficiency of maintenance staffing and equipment.
- Concerning resident student housing, how do their size, furnishings and facilities compare with standards normal in the local country for this level of school? What evidence is available that food services are consistently hygienic and nutritional? Are health services and hygienic standards in general kept on high level?
- Provide a simple diagram of the property with location and identification of various structures and facilities (add year of construction or completed renovation).
- Please give total number of acquired books in the library at the end of each of the last three years. State system of classification and number of books in each section. Give annual library expenditure on acquisitions for the past three years. Supply data on the use of the library collection by students.
- Please give a list of periodicals, journals etc. currently received and indicate which ones are received on the basis of paid subscription. Evaluate adequacy of reference collection and periodicals received. Describe and evaluate other collections and materials in the library in addition to books. Submit a library development plan for the next three years.
- Please evaluate the size and quality of the library holdings in terms of suitable breadth and concentrations. Does the number of volumes correspond to the level of study of your programme? In the case of Distance Learning indicate what arrangements have been made to ensure that students can procure without difficulty all required resources.
- Please describe actual library administrative procedures. Describe procedures for selecting new acquisitions. Is the library open to students at regular times? How are the students instructed in the use of the library? Evaluate adequacy of library layout and facilities.
- Please evaluate the sufficiency and competency of your staff involved in library maintenance and development.

Distance Learning annotations:

- If your theological school makes partial or full use of Distance Learning in your delivery, does the theological school invest in academic software and hardware?
- Does the theological school supply all required resources for the completion of DL courses? If not, what arrangement has been made to ensure that students can procure without difficulty all required resources? What access do DL students have to theological libraries?
- In the case of extensive Distance Learning programs, please evaluate the adequacy extension centres, office space, IT technology (hardware and software), printing facilities, call-in centres, etc.
- Conclude by specifying major strengths and weaknesses in this category and outline adjustments accordingly implemented or planned.

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

13. Finances and stability (see 3.2.13)

- Is the soundness of financial procedures evident? Are all income and expenditure supported by properly validated documents? Can the balance sheet and income and expenditure statements be produced at any time on request? Is a budget prepared annually, as well as reviewed and adopted by the Board of Control? Is an annual audit carried out by an authorized, qualified outside agency? Does the theological school have any debts and, if so, what plans have been made to cover them?
- Does the school have a development fund? For what items? Who decides on the fund and who administers it?
- Please describe student fees and other charges, including any changes in the past three years. Evaluate the degree to which the fees meet actual financial needs of the institution, and to what extent the fees exceed or undervalue the actual financial capacities of the students and their sponsors.
- Please describe the financial aid programme (grants, loans, scholarships etc.) for needy students. Include a summary of written policies and procedures, and have these and all financial aid records available for inspection by the visiting EEAA team.
- Please explain the relation of faculty salaries and other benefits to the prevailing scales in the local country. How recently have these been reviewed by your school?
- Do you have missionary or other seconded staff and faculty? What financial arrangements have been made with them?
- Please specify major strengths and weaknesses in the area of finances and outline adjustments accordingly implemented or planned.
- For how many years has the theological school been operating without interruption?
- Please supply data to confirm the stability of the theological school as shown over the past three years by continuity in board membership, administrative personnel, teaching staff and programme. Do you know of major fluctuations in enrolment figures and financial history? Conclude by specifying major strengths and weaknesses in this category and outline adjustments accordingly implemented or planned.

Distance Learning annotations:

- Where Distance Learning programmes are used, specify for how many years they have been operating and how many courses are offered.

Annotations for other deliver methods

- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

14. Public Relations (see 3.2.14)

- Does the school have an Information Package/Course Catalogue that corresponds to the description in the standards (see 4.6)? Please attach a copy in the documentation.
- Has the school carried out investigations of the appropriate academic nomenclature and legal issues in degree awarding within its own country? Please provide explanation of national policy in regards.
- Please describe the school's relations with the wider local community, and especially the local Christian community. How might these relations be improved?

- Please describe the relationship of the theological school with local secular authorities. What is the general opinion of the neighbouring population concerning the school?
- Please describe the relationship with the national evangelical community in general? How is the theological school viewed? Which churches or denominations send students to your theological school and which do not? In the latter case, why not? What has been done to create bridges with other evangelical denominations?
- What other theological institutions are there in the vicinity? Is there any collaboration with these institutions? If yes, describe. If not, why not?
- If you are a church-affiliated school, describe the school's present relationship with the church or church authority.
- If you are an interdenominational school, which churches and organisations support the school? Which churches, denominations and mission boards accept graduates from this theological school for ordination and ministry? In the case of Distance Learning, specify if these organizations accept graduates that have not been taught through a full-time residential programme.
- Have you identified who will be the potential future employers of your students? What is your relationship with these bodies? Is there an exchange of requests? Does the theological school make an effort to suit its programme to these requests?
- Do you have an organised approach to public relations (information, advertising etc.)? Do you have a mailing list? How do you enlarge this list? How many addresses are currently on it? In your publicity are you sensitive to issues of address privacy?
- Does the theological school have a programme for aiding students in finding placement after graduation?
- Do you have an alumni program? Do you have any way of monitoring the activity/ministry of alumni once they have graduated? Do you have any form of on-going service to your alumni?
- Please describe your publicity tools. Does your theological school have a website that is used for Public Relations? What is your strategy to draw visitors to your website? Who is your webmaster? Is he/she professionally trained? Indicate strengths and weaknesses of your website. What budget do you have for your website?








Annotations for other deliver methods











- There are a variety of delivery methods used in theological education in addition to residential delivery and distance learning (for example, theological education by extension, eLearning, intensive learning, blended learning, etc). If your schools makes use of these delivery approaches, please make the relevant annotations at the end of each section.

3.4.4

SER Supporting Documentation

In addition to the areas covered by the *Self-Evaluation Checklist*, the **Self-Evaluation Report** must contain in appendix the following supporting documents and any other relevant documentation that will contribute to assessing the institution and programme.:

-  *Constitution and By-Laws* of the theological school or equivalent documents of the institution's governmental arrangements.
-  Copy of *Registration* describing the school's legal status.
-  *Annual Reports* of the administrative head for the last three years.
-  Development or *Strategic Plan* for 5 years accompanied with current 1-year work plan. Include *learning outcomes*.
-  *Financial Reports* for the last three years (which will be treated with utmost confidentiality).
-  *Job description* of administrative officers and sample *job descriptions* of teaching staff.
-  *Information Package/Course Catalogue*.

-  Sample of a *standard syllabus (or template)* used for courses and learning activities.
-  Sample *Application Form*.
-  Sample *Student Progress File*.
-  A copy of *student questionnaires* used for the evaluation of faculty and courses.
-  Documentation outlining *internal quality control* policy.
-  Samples of *feedback forms* used by the faculty in evaluating a range of different student learning activities (*ie, evaluation of research, oral work, exams, supervised ministry, etc.*).
-  Sample *Transcript and Diploma Supplement*.
-  For Distance Learning: Sample of *specific DL syllabi, model assignments, objective testing tools*.
-  Where Distance Learning includes the use of Internet, provide *examples of interaction*.
-  Where Special Provisions are being used for admission requirements, provide *samples of the procedures* for admitting mature students, propedeutical year programmes or equivalency examinations.

Appendices

EEAA Manual - Fifth Edition, 2011

4.1

Accreditation of Distance Learning

Today there are many ways to receive a higher education other than attending a full-time residential programme. Alternative delivery methods range from extension programmes to correspondence courses and e-learning. While differing in their delivery, these programmes all offer education that is physically distant from the school campus and therefore may be grouped under the heading Distance Learning (DL). Distance learning may be defined as: “A way of providing higher education that involves the transfer to the student’s location of the materials that form the main basis of study, rather than the student moving to the location of the resource provider”.

The current scenario of distance learning must consider the fact that, while some schools have chosen to invest heavily in *one* delivery method, other schools have found that a *combination* of several delivery methods is the best solution for their students. This means that the *same degree* may be delivered a) by a full time residential programme, b) by a fully developed DL programme or c) by a combination of both.

Adding DL to a programme. A theological school that has a residential programme already accredited by the EEAA, may add DL and related delivery methods once they have satisfied the additional standards and modifications indicated in this chapter. These changes will need to be communicated to the EEAA Coordinator and approved by the Council in order that accreditation be maintained.

DL may be used to *supplement* an existing residential programme (in combination with it) or to completely *supplant* it. The latter option should be weighed carefully as it is complex to guarantee quality for a degree entirely offered by DL.

Special standards for DL programmes.

Accreditation of such potentially eclectic academic structures requires a careful balance, on one hand, of sensitivity to the needs of students and to the new techniques of teaching but on the other, the institution must ensure quality and preserve fitness for service. The EEAA will accredit programmes that make partial or full use of alternative delivery systems on the condition that they satisfy the necessary standards. These standards are

just as stringent as those for residential full-time programmes, which means that the degrees awarded by distance learning will be the *same* level and quality as those awarded in the traditional format, producing the comparable outcomes.

Each of the standards previously outlined for full-time residential programmes needs to be re-examined with distance learning programmes in mind. While in many cases the standards remain the same (see 2.2), the particular nature of DL programmes requires the addition of the following explanations and provisions.

4.1.1 Mission statement. As in the case of residential learning, the development and implementation of DL programmes should be controlled by a clear mission statement. This statement should provide an answer to the following questions: What kind of people are to be trained? For what kind of vocations are they to be trained? On what level should they be able to serve on completing the course of study? The mission statement should reflect the felt needs of churches and of students interested in DL which may be determined by a needs survey.

4.1.2 Campus standards. For DL programmes this must focus on providing adequate facilities and equipment for all the operations needed for the programme. These may include extension centres, office space, IT technology (hardware and software), printing facilities, call-in centres, etc.

Standards for housing and services apply to DL programmes only if they envision on-campus events (weekend modules, summer school, etc). In these cases, adequate teaching spaces are expected.

Regarding the library, the theological school must indicate what arrangements have been made to ensure that DL students can procure all required resources without difficulty. These may be on-line resources, textbooks provided by the school or access to theological libraries. Where DL students are required to purchase one or more books for a given course, such books should be made available by the school. For more advanced courses, students must have access to adequate library resources.

4.1.3 Student access The standards for student access remain the same as in the case of residential programmes and must correspond to the level of study being accredited. Schools wishing to offer their DL courses to individuals without the necessary access requirements are free to do so, but the EEAA will not accredit the courses taken by these students.

4.1.4 Course preparation. All didactic materials, including assignments, should be prepared by experienced teachers that meet the faculty qualifications for the specific level of study. This faculty must also be responsible for the final evaluation of students. Course material used for residential students will need to be adapted in order to be viable for DL. Thus, besides the initial *course writer*, whose main concern will be content, a second person might be needed to act as *course transformer*. The main concern of the course transformer will be to ensure that the material is "user-friendly", incorporating appropriate learning technologies.

4.1.5 Faculty responsibilities. Significant thought needs to be given to the issue of faculty in DL programmes where the crucial factor is the "physical" absence of a teacher. This must be made up for in some way to ensure a comparable level of quality. The requirements relative to faculty teaching load in DL are significantly different than that of residential school teachers. Indeed, a

given faculty member may prepare a good course but yet invest relatively little time into the actual management of students taking the course.

Significant changes in faculty responsibilities will depend on the form of distance learning chosen: an extension school will require travelling time and likely weekends or evenings devoted to teaching while a correspondence course or e-learning programme will have other time-related issues to consider. The general standard is that faculty is to have an adequate teaching load and that there must be a proper student-instructor ratio.

4.1.6 Tutors and course-related services. Because DL students study in isolation and have many demands on their time, they are easily discouraged and/or distracted from their course of study. It follows that the role of the tutor is crucial. The tutor should be a person with a theological qualification at least at the level corresponding to the qualification for which the student is pursuing study. Besides giving the necessary information and supplying the services envisaged by the Student Handbook, the tutor should write personal letters of encouragement and offer other forms of interaction as an integral part of his work. In order to gain an understanding of the kinds of problems faced by DL students, tutors who have not done DL themselves may need specific training in the field.

In order to evaluate students properly, DL tutors must be fully acquainted with the instructional materials and with the teacher's expectations and evaluation criteria.

Continuity in the learning process depends to a large extent upon the speed with which written assignments and examination papers are corrected and returned to the student. Thus tutors should be provided with model assignments and model answers to all questions, so that they can ensure that correction is effected in minimum time. Alternatively teachers can ensure the same rapidity.

A clear, economically-sustainable and functional method must be found whereby students can regularly contact their tutor. Tutors and/or teachers must be available to answer questions asked by DL students. Ideally this could be done by means of email or of an internet forum set up by the theological school where both students and tutors/teachers can leave posts at specified intervals of time (daily or weekly). Answers to questions can also be given by letter, e-mail or telephone. Details concerning forums and the availability of tutors/teachers, including office hours, should be printed in a DL Student Handbook or communicated regularly on the theological school website. Both students and tutors/teachers must be required to respect these arrangements. Schools are encouraged to make investments in this direction.

4.1.7 Interaction. DL programmes must include as much of a careful selection of various learning activities and learning processes as is possible, including innovative forms of e-learning that are beginning to occupy a significant role in higher education in Europe. Since interaction concerning the material being studied is one of the best ways of ensuring that genuine learning takes place, special attention needs to be given on how DL programmes envisage this. It is obviously facilitated in the TEE approach which includes some face-to-face contact with a teacher but where this is not possible, the providing theological school should encourage students to interact with tutors via email and, where possible, provide a forum for interaction with fellow students, regional seminars, summer schools or modular courses. Some provision should be made for the networking of full-time residential students with DL students.

Other forms of interaction may include critiquing scholarly texts and/or engaging in projects which require a good degree of application of the material being studied. Another way in which the student can deepen the level of his or her engagement with the material being studied is by keeping a "study journal" which is sent in for evaluation with other written assignments. A study journal may be used to record further reflection on the questions raised in the course of study and to note down issues which the student intends investigating further.

4.1.8 Learning activities in DL. Many learning activities in a DL programme will be based on materials produced by the school. These materials must be prepared in such a way as to specifically meet the needs of the DL student. Since there is no face to face contact with the teacher, course syllabi used for full-time residential instruction normally will need to be adapted for DL usage. Instructions need to be clearly written out and syllabi must contain all the essential information required by the student.

While in the case of face-to-face teaching, written materials function as a *supplement* to the live contribution of the teacher, in the case of DL, learning materials of various sorts *replace* the teacher most of the time. These materials must supply additional specific guidance, integrating what is normally found in materials used in conjunction with face-to-face teaching. In accrediting a DL programme the evaluation process will enquire into the suitability not only of *content* but also of *didactic assistance* provided, bearing in mind the stated objectives of each course.

Those who create (or adapt) DL course materials must have the qualifications to do so, and the course materials must be periodically evaluated and updated. The use of new Information Technology educational tools is strongly encouraged.

All learning activities and materials used within a DL programme must be able to help the student achieve the desired learning outcomes.

4.1.9 Personal mentoring programmes. For DL the same standards concerning mentoring, ministry experience and cultural awareness need to be maintained. The only adaptation necessary concerns the *context* in which these learning activities are performed (the church and local community instead of the school) and the *methods and persons* that will be involved in the evaluation. Personal mentoring of DL students can either be carried out within the local church or ministry team, by the student tutor or by a combination of both. The same objectives need to be reached as in a full-time residential programme and evidence must be given as to how this will be accomplished. ECTS credits must be awarded for mentoring.

4.1.10 Ministry experience. The planning, performing and evaluation of internships must be modified for programmes that make extensive use of DL to ensure that the quality and fruits of DL are comparable to those of a full-time on-campus programme. Because monitoring vocational skills is much more difficult in the case of DL, particular attention must be given the procedures and methods used.

Some kind of partnership should be envisaged between the theological school and the churches or ministries in which DL students are involved, in order to ensure that practical training is done satisfactorily. Local churches or para-church organizations should be given an active part in deciding what kind of Christian service the student should do and should also be called on to evaluate the services and the character displayed by the students during

his/her ministry experience. In the case of students who are part of the leadership team of the church where they do ministry for accreditation, the evaluation by another church leader may be less formal and more emphasis can be put on self-evaluation.

Each ministry experience, in order to be accredited, must be evaluated both by the student and by a supervisor who must give attention to both the skills and level of spiritual maturity shown by the student. Evaluation sheets must be submitted to the DL tutor and corresponding ECTS credits must be awarded.

Some Practical Theology courses must be included in DL programmes in view of practical work in the church (homiletics, catechetical exercises, etc). This work should also be evaluated in written form.

Some evidence must be provided that the student is healthily involved and accountable within the context of a Christian community.

4.1.11 Cultural awareness. Some evidence, even in the form of a self-evaluative statement, must be provided to indicate that the student is interacting healthily and intelligently with surrounding culture(s).

4.1.12 ECTS credits are the main measuring unit for the accreditation of all learning activities including DL, but particular attention must be given to granting ECTS credits to DL in view of a recognised degree.

The main issue is that a course bearing the same name and taught by the same teacher in a full-time residential programme, may not have the same total contact hours, private study hours and writing and examination preparation when it is taught in a distance learning programme. If therefore the same ECTS credits are to be awarded, it must be demonstrated that the same total hours of learning activity have occurred at the same level. Otherwise fewer ECTS credits must be awarded.

The duration of DL programmes need not correspond to 36 weeks of instruction for a given number of years, but there must be shown evidence of a general time framework, within which the programme operates, that it is not inferior in quantity to full-time programmes. Bearing in mind that DL trains students in the discipline of life-long learning, institutions should be flexible in setting time frames for the completion of programmes. At the same time, those who intend to complete a programme should be encouraged to do this as quickly as possible without damaging the interface between theological study and Christian ministry.

4.1.13 Evaluation. In order to ensure a proper evaluation of DL programmes, model assignments should be provided at the beginning of the programme, in order that students know what is expected of them.

Students must receive a clear contract stating what provisions the theological school makes for students, including learning materials and resources for interaction (electronic and other). Criteria must also be communicated for the evaluation of students' work (including ministry experience) and details given concerning examination arrangements. Special practical advice must also be furnished for DL students (such as suggestions concerning how to access adequate library resources).

Besides self-testing, written assignments and projects, written examinations will be required in most cases. These should include some objective testing (true/false) and questions requiring answers in the form of short essays, the purpose being to ascertain both the level of knowledge acquired by the

student and the degree of maturity attained. The theological school will nominate a supervisor to whom the examination papers will be sent and who must sign a statement that examinations are conducted under normal examination conditions. All students must be informed as to where examinations will be held.

Information Package/Course Catalogue

In order to make study programmes easy to understand and compare for all students and staff - local and foreign - and provide them with essential institutional, academic and practical information the Information Package/Course Catalogue should contain the following elements.³⁹

Part One: Information on the Institution

- Name and address
- General description of the institution (including type and status and mission statement)
- Academic calendar
- Academic authorities
- List of degree programmes offered
- Admission/registration procedures
- Main university regulations (notably recognition/accreditation procedures)
- Doctrinal statement (this and other material can also be developed in appendices)

Part Two: Information on degree programmes

A) General description

- Qualification awarded
- Admission requirements
- Educational and professional goals - learning outcomes
- Access to further studies
- Course structure diagram with credits (60 per year)
- Final examination, if any
- Examination and assessment regulations

B) Description of individual course units

- Course title and course code
- Type of course
- Level of course
- Year of study and semester/trimester
- Number of credits
- Name of lecturer
- Objectives of the course (preferably expressed in terms of learning outcomes and competences)
- Prerequisites / co-requisites
- Course contents
- Recommended reading
- Teaching methods
- Assessment methods
- Language of instruction

Part Three: General information for students⁴⁰

- Rules and regulations and Christian code of ethics
- Non-curricular activities (inspirational, devotional, social, leisure, sports, etc)
- Cost of living
- Accommodation and meals
- Medical facilities
- Facilities for special needs students
- Insurance and financial support for students
- Student affairs office
- Study facilities
- International programmes and language courses
- Practical information for mobile students
- Student associations
- Internships and ministry opportunities
- Mentorship and counselling provisions

³⁹ This material has been adapted from the *European Credit Transfer and Accumulation System and the Diploma Supplement*, published by the Directorate General for Education and Culture - Brussels, 14 February 2005

⁴⁰ If the school uses distance learning, the Course Catalogue/Information package must include relevant information.

4.3

The Diploma Supplement

As new qualifications proliferate worldwide and countries are constantly changing their qualification systems and educational structures under the impact of rapid economic, political and technological change, an increasing number of mobile citizens are seeking the fair recognition of their qualifications. The non-recognition and poor-evaluation of qualifications is now a global problem. Since original credentials alone do not provide sufficient information, it is very difficult to gauge the level and function of a qualification without detailed appropriate explanation.

The Diploma Supplement is a response to these challenges since it promotes transparency in higher education, accommodates rapid changes in qualifications, aids mobility, access and lifelong learning and promotes fair and informed judgements about qualifications.⁴¹

What is the Diploma Supplement?

The Diploma Supplement (DS) is a document attached to a higher education diploma that aims at improving international transparency and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. It is a flexible non-prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local needs.

The DS is produced by national institutions according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it.

A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the DS. This description is provided by the National Academic Recognition Information Centres (NARICs) and is available on the website: <http://www.enic-naric.net/members.asp>.

The purposes of the Diploma Supplement

The DS is not a Curriculum Vitae nor is it a substitute for the original qualification or transcript nor an automatic system guaranteeing recognition. The DS is a tool that offers students a precise description, more readable and easily-comparable abroad, of their academic cursus and the competences acquired during the study period. It constitutes an objective and a fair judgement of their achievements and competences and gives easier access to opportunities of work or further studies abroad. The DS also fosters employability of students, for employers are more and more interested by the student profile that is provided for in the DS.

⁴¹ The information in this section has been largely copied and only slightly adapted from the European Commission website at http://europa.eu.int/comm/education/policies/rec_qual/recognition/ds_en.pdf. The website also contains more information on the purpose of and the production of the Diploma Supplement, practical models and glossary of the terms used.

The DS also offers education institutions greater transparency of qualifications, protection of national/institutional autonomy while offering a common frame which is accepted all over Europe, promotion of informed judgements about qualifications that can be understood in another educational context, greater visibility of the institution abroad, promotion of the employability of their graduates at national and international level and a practical time-saver, since it provides the answers to many recurrent questions put to administrative services in institutions about the content and portability of diplomas.

Diploma Supplement Template⁴²

1. Information identifying the holder of the qualification

- 1.1 Family name(s):
- 1.2 Given name(s):
- 1.3 Date of birth (*day/month/year*):
- 1.4 Student identification number or code (*if available*):

2. Information identifying the qualification

- 2.1 Name of qualification and (*if applicable*) title conferred (*in original language*):
- 2.2 Main field(s) of study for the qualification:
- 2.3 Name and status of awarding institution (*in original language*):
- 2.4 Name and status of institution (*if different from 2.3*) administering studies (*in original language*):
- 2.5 Language(s) of instruction/examination:

3. Information on the level of the qualification

- 3.1 Level of qualification:
- 3.2 Official length of programme:
- 3.3 Access requirements(s)

4. Information on the contents and results gained

- 4.1 Mode of study:
- 4.2 Programme requirements:
- 4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained:
(*if this information is available on an official transcript this should be used here*)
- 4.4 Grading scheme and, if available, grade distribution guidance:
- 4.5 Overall classification of the qualification (*in original language*):

5. Information on the function of the qualification

- 5.1 Access to further study:
- 5.2 Professional status (*if applicable*):

6. Additional information

- 6.1 Additional information:
- 6.2 Further information sources:

7. Certification of the supplement

- 7.1 Date:
- 7.2 Signature:
- 7.3 Capacity:
- 7.4 Official stamp or seal:

8. Information on the national higher education system

(*N.B. Institutions who intend to issue Diploma Supplements should refer to the explanatory notes that explain how to complete them.*)

⁴² A sample of a completed Diploma Supplement can be seen at <http://europa.eu.int/comm/education/programmes/socrates/ects/example4.pdf>

Explanatory notes on completing the Diploma Supplement

This section is intended to help produce proper Diploma Supplements. The DS is composed of eight sections (information identifying the holder of the qualification, information identifying the qualification, information on the level of the qualification, information on the contents and results gained, information on the function of the qualification, additional information, certification of the Supplement, information on the national higher education system). Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why. Institutions have to apply to the DS the same authentication procedures as for the diploma itself.

The Diploma Supplement is a concise document that should not be longer than two pages. It may be produced in any language the institution retains appropriate, but if translated, great care must be taken, for there are many problems in the translation of academic terminology.

1. Information identifying the holder of the qualification

- 1.1 Provide the full family or surname.
- 1.2 Include all given/first names.
- 1.3 Indicate day, month and year of birth.
- 1.4 This should identify the individual as a student enrolled on the particular programme which is covered by the Diploma Supplement. A national or State personal identification number could be included for those countries that have such systems of identification.

2. Information identifying the qualification

- 2.1 Give the full name of the qualification in the original language as it is styled in the original qualification e.g. *Kandidat nauk*, *Maîtrise*, *Diplom*, etc. If the qualification is a dual award this should be stated. Indicate if the award confers any nationally accepted title on the holder and what this title is e.g. *Doctor*, *Ingénieur* etc. Indicate if the title is protected in law.
- 2.2 Show only the major field(s) of study (disciplines) that define the main subject area(s) for the qualification e.g. Politics and History, Human Resource Management, Business Administration, Molecular Biology etc.
- 2.3 Indicate the name of the institution awarding the qualification. This is often, but not always the same as the institution administering the studies and delivering the programme (see 2.4 below). Qualifications may be delivered by a sub-contracted institution that has been given a 'franchise' or some type of 'accreditation' by a senior competent authority. This might be the state, a university or a professional institution. Sometimes the senior authority may be a foreign institution. If this is the case it should be indicated here. Also indicate the status of the awarding institution: Private/Independent, Private and State recognised, State, and if applicable who it is accredited by etc. Finally, indicate the general national educational classification of the awarding institution e.g. University, *Fachhochschule*, Professional Body, Technical College, *Grande Ecole* etc. If there is a difference between the awarding institution and the institution delivering the qualification indicate the status of both.
- 2.4 This refers to the institution which is responsible for the delivery of the programme. In some cases this can be different from the institution awarding the qualification (see 2.3 above). Also indicate the status of the institution delivering the studies: Private/Independent, Private and State recognised, State, and if applicable who it is accredited by etc. Finally, indicate the general national educational classification of the administering institution e.g. College of Higher Education, Private Institution etc.
- 2.5 Indicate the language(s) by which the qualification was delivered and examined.

3. Information on the level of the qualification

- 3.1 Give the precise level of qualification and its place in the specific national educational structure of awards (explained and cross-referenced to the information in section eight). The local educational framework should be explained, e.g. University Undergraduate/Postgraduate, Baccalaureate + x years etc. Include any relevant information on 'level indicators' that are nationally devised and recognised and which relate to the qualification.
- 3.2 Explain the official duration of the programme in weeks or years and the actual workload including information on any major sub-components i.e. practical training. Preferably, the workload should be expressed in terms of total student effort required. This consists of the normal designated time on the programme including taught classes and private study, examinations etc.

This can be expressed as x hours per week for x weeks, or just by using the normal local description of the length e.g. one year full-time study.

- 3.3 List or explain the nature and length of access qualification(s) or periods of study required for access to the programme described by this Diploma Supplement e.g. Bachelor Degree, Baccalaureate etc. This is particularly important when intermediate studies are a prerequisite to the named qualification.

4. Information on the contents and results gained

- 4.1 The mode of study refers to how the programme was undertaken e.g. Full-time, Part-time, Intermittent/Sandwich, Distance, including Placements etc.
- 4.2 If applicable, provide details of the regulations covering the minimum standards required to secure the qualification, e.g. any compulsory components or compulsory practical elements, whether all elements have to be passed simultaneously, any thesis/dissertation regulations etc. Include details of any particular features that help define the qualification, especially information on the requirements for successfully passing it. If available, provide details of the learning outcomes, skills, competences and stated aims and objectives associated with the qualification.
- 4.3 Give details of each of the individual elements or parts of the qualification and their weighting. List the actual marks and/or grades obtained in each major component of the qualification. Entries should be as complete as possible and in accordance with what is normally recorded at the institution concerned. Cover all examinations and assessed components and/or fields of study offered in examination, including any dissertation or thesis. Indicate if the latter were defended or not. All this information is often available in the form of a transcript (a useful format for transcripts was developed for the European Credit Transfer System [ECTS]⁴³). Many credit-based systems employ detailed transcripts that can be integrated into the wider framework of the Diploma Supplement. If information on the credit allocation between course components and units is available it should be included.
- 4.4 Provide information on the grading scheme and pass marks relating to the qualification e.g. marks are out of a possible 100% and the minimum pass mark is 40%. Tremendous variations in grading practices exist within and between different national higher education institutions and countries. A mark of 70% in some academic cultures is highly regarded whilst in other countries it is regarded as average or poor. Information on the use and distribution of grades relating to the qualification in question should be included.
- 4.5 If appropriate, indicate the overall classification for the final qualification i.e. First Class Honours Degree, Summa Cum Laude, Merit, Avec Distinction etc.

5. Information identifying the qualification

- 5.1 Indicate if within the country of origin, the qualification normally provides access to further academic and/or professional study, especially leading to any specific qualifications, or levels of study e.g. access to Doctoral studies in Hungary. If this is the case, specify the grades or standards that have to be obtained to allow progression. Indicate if the qualification is a terminal (end) award or part of a hierarchy of awards.
- 5.2 Give details of any rights to practise, or professional status accorded to the holders of the qualification. What specific access, if any, does the qualification give in terms of employment or professional practice and indicate which competent authority allows this. Indicate if the qualification gives access to a 'regulated profession'.

6. Additional information

- 6.1 Add any additional information not included above but relevant to the purposes of assessing the nature, level and usage of the qualification e.g. the qualification involved a period of study/training in another institution/company/country and/or, include further relevant details about the higher education institution where the qualification was taken.
- 6.2 Indicate any further useful information sources and references where more details on the qualification could be sought e.g. the higher education institution web site; the department in the issuing institution; a national information centre; the European Union National Academic Recognition Information Centres (NARIC); the Council of Europe/UNESCO European National Information Centres on academic recognition and mobility (ENIC).

7. Certification of the Supplement

- 7.1 The date the Diploma Supplement was issued. This would not necessarily be the same date the qualification was awarded.
- 7.2 The name and signature of the official certifying the Diploma Supplement.
- 7.3 The official post of the certifying individual.

⁴³ For further details see the ECTS Users' Guide published by the European Community (<http://europa.eu.int/en/comm/dg22>).

7.4 The official stamp or seal of the institution that provides authentication of the Diploma Supplement.

8. Information on the National Higher Education System

Information on the higher educational system must be given: its general access requirements; types of institution and the qualifications structure⁴⁴. This description should provide a context for the qualification and refer to it. A standard framework for these descriptions together with actual descriptions should be available for many countries. These are being created as a follow-up to this project and with the co-operation of the relevant National (European Union and European Economic Area) Academic Recognition Information Centre (NARIC), European (Council of Europe/UNESCO) National Information Centre on Academic Recognition and Mobility (ENIC), Ministries and Rectors' conferences.

⁴⁴ Under the April 1997 Lisbon Council of Europe/UNESCO Convention on The Recognition of Qualifications Concerning Higher Education in the European Region (<http://culture.coe.fr>), signatories are committed to making arrangements for providing such information.

4.4

The Dublin Descriptors

Using the Dublin Descriptors to define learning outcomes. Learning outcomes as defined in section 3.2.3 must cover different areas of competence that range from knowledge and understanding, to ability in problem solving, communication skills, etc. All these areas have been defined in a set of generic descriptors used in the EHEA known as the ‘*Dublin Descriptors*’⁴⁵. These descriptors provide generic statements of typical expectations of achievements and abilities associated with any field of study at the end of each of a Bologna cycle. The following descriptors provide a good framework for defining learning outcomes for each level of study and applied to the field of theology.

Diploma (and Certificate)

Students:

1. Have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle (bachelor).
2. Can apply their knowledge and understanding in occupational contexts.
3. Have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems.
4. Can communicate about their understanding, skills and activities, with peers, supervisors and clients.
5. Have the learning skills to undertake further studies with some autonomy.

Bachelor

Students

1. Have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
2. Can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
3. Have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
4. Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
5. Have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

⁴⁵ These descriptors are becoming accepted standards within the common framework of tertiary studies and are being adopted within the European Higher Education Area as models for the definition of qualifications or competences. They are here quoted from *A Framework for Qualifications of the European Higher Education Area* -Bologna Working Group on Qualifications Frameworks, published by: Ministry of Science, Technology and Innovation Bredgade 43 DK-1260 Copenhagen K

Master

Students:

1. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
2. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
3. Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.
4. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non specialist audiences clearly and unambiguously.
5. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

It should be noted that, generally speaking, there is coherence among the five different areas covered by the descriptors in each level. The general areas of competence are:

1. Knowledge and understanding
2. Ability to apply knowledge and understanding
3. Ability to formulate judgments and solve problems
4. Ability to communicate
5. Autonomy in learning skills

While there is certain uniformity in these areas, there is also a progression in the descriptors as they move from one level to the next. Whereas, for example, a diploma graduate is required to be able to communicate understanding to peers, and a bachelor graduate must be able to communicate problems and solutions to specialist and non-specialist audiences, a master graduate needs in addition to unambiguously communicate and defend his/her own conclusions.

The descriptors are generic and are meant to be used within all fields of study. It is up to the theological educator to apply each descriptor to theological studies. Resulting key questions will give focus to learning outcomes, i.e.:

- “What kind of knowledge does our graduate need to have?”
- “Where should he/she be able to apply knowledge?”
- “What kind of judgments should he/she be able to formulate and how?”
- “What kind of problems and solutions should our graduate be able to communicate, and what kind of audience will he/she will deal with?”
- “What learning skills should he/she develop?”

As theological schools use these descriptors to define their learning outcomes, they must take particular care to incorporate an evangelical ethos of **being** and **doing** in addition to the more academic category of *knowing*. Theological education, unlike other areas of study, aims at transforming the life of the students through a living relationship with God and His truth. The Dublin Descriptors offer a framework within which this can be formulated, and special attention should be given in doing so.

Although the use of the Dublin Descriptors is not binding, the EEAA encourages their use and will be thorough in assessing the procedures used to define the learning outcomes and the curriculum set in place to achieve them.

4.5

EEAA Governance

This section of the Manual describes the governance of the EEAA and is meant to be reference manual to the Association's legal status.

4.5.1

Membership

The European Evangelical Accrediting Association is formed by member schools of theological educational institutions that subscribe to the Basis of Faith of the European Evangelical Alliance and to that of their national evangelical alliance and are interested in EEAA services and fellowship. Application for membership in the association is to be made to the Coordinator. The Accrediting Council votes on applications. Members pay an annual membership fee as it is determined by the EEAA General Assembly.

4.5.2

General Assembly

The EEAA General Assembly is convened every two years. The EEAA Accrediting Council sends out the invitations and sets the agenda. The General Assembly elects the Accrediting Council, the Chairman and vice chairman of the EEAA by secret ballot, votes on the budget, hears and approves the reports of the Coordinator and the Chairman. It deliberates and makes decisions relative to the future work of the Association. It has the right to entertain motions.

4.5.3

EEAA Accrediting Council

The EEAA Accrediting Council normally consists of nine members elected by the General Assembly which is to give due consideration to the various language areas of Europe. Three council members shall if possible not be directly associated with the schools involved. The Coordinator of the Association is an ex officio member of the Council. The Council decides on its by-laws according to which its business is conducted and elections are held. The functions of the Council are:

- to represent the EEAA
- to appoint the Coordinator
- to nominate accrediting commissions as needed
- to provide advice to the Coordinator and the accrediting commissions,
- to decide on the admission of new member schools
- to decide on the status of accreditation of institutions on the recommendation of the accrediting commissions
- to plan the EEAA general assembly and elections
- to handle the finances of the EEAA and to elect the Treasurer.
- The Council may appoint commissions as needed.

4.5.4

EEAA Coordinator

The Coordinator

- conducts the business of the Association and is accountable to the Accrediting Council
- is an ex officio member of the Accrediting Council
- co-ordinates and presides over the work of the commissions and is available to advise schools on matters of accreditation as requested.
- is entitled to the use of an office as needed.

4.5.5

EEAA Chairman and Vice-Chairman

Chairman and Vice Chairman of the Association are elected by the General Assembly. As Governing Board according to §26 of BGB (Civil Law) of the FRG they are the legal representatives of the Association and legally accountable for all transactions. Chairman or Vice Chairman call and preside at meetings of the Accrediting Council and the General Assembly as stipulated in the Statutes and By-Laws of the Association. The Statutes are included in the end of this Appendix.

4.5.6

EEAA Visitation Evaluation Teams

Visiting Evaluation Teams (VET) are appointed as the need arises. A roster of twelve to fifteen qualified persons should be available to serve as VT members according to need. They must have the confidence of the Accrediting Council as well as that of the member schools. The Visitation Teams are responsible for visiting a theological school upon invitation from the Coordinator, and for writing a report. Details are enumerated in 'Guidelines for Accreditation Teams'. They may also be asked by the Coordinator to be available for advice to schools that request it.

4.5.7

Statutes of the EEAA

I. Name, Legal Address and Statement of Faith

1. The corporation is called the European Evangelical Accrediting Association. It is an autonomous organisation within the World Evangelical Alliance (WEA). In addition it is a member of the International Council of Accrediting Agencies.
2. The corporation has its legal address at Korntal-Münchingen 1 and has been incorporated at the District Court at Ludwigsburg since November 28, 1990 under #1286 in the register of non-profit organisations (*Vereinsregister*).
3. The corporation has accepted the attached Statement of Faith of the European Evangelical Alliance as its own.

II. Purpose and Non-Profit status

4. The goals of the corporation are:
 - to help and counsel theological schools to achieve more effectively their own goals

- to improve the quality of theological education by establishing criteria:
 - a) as a help by which a realistic assessment of one's activities is made possible
 - b) in order that spiritual growth, academic achievements and practical skills of students preparing for Christian ministry be improved overall
 - c) for mutual recognition and comparability of theological training institutions
- 5. The corporation pursues exclusively and directly religious and non-profit objectives in line with the section for non-profit organisations of the tax regulations (Abgabenordnung) of the Federal Republic of Germany. The Association does not seek profits for itself nor does it pursue economic activities for its own purposes.
- 6. Funds of the Association may be used for the purposes stated by the statutes only. Members do not receive any donations from funds of the Association.
- 7. No one may receive donations which are contrary to the purposes of the Association or receive favours through disproportionately high compensations.

III. Membership

- 8. Regular members of the Association are
 - a) evangelical theological educational institutions which subscribe to the Basis of Faith of the European Evangelical Alliance and that of their national alliance. Application for membership is to be directed to the Coordinator, while the Accrediting Council votes on the admission;
 - b) individuals who have no connection with a member theological school and are elected to the Accrediting Council on the basis of their personal qualification by the General Assembly.
- 9. Associate membership (with voice, but no vote) is open to individuals and to organisations such as associations of evangelical theological schools, churches and missions which subscribe to the goals of the corporation and to the Basis of Faith of the European Evangelical Alliance. The Accrediting Council votes on their admission.
- 10. Regular and associate members may resign from membership by declaring their withdrawal by registered letter to the Coordinator. Withdrawal becomes effective on the day of receipt of the letter. Upon withdrawal former members may not make reference to their membership in their publications. Fees and contributions will not be refunded.

IV. Organisational Bodies

- 11. Organisational bodies of the corporation are
 - the General Assembly
 - the Accrediting Council (Executive Committee)
 - the Governing Board (Chairman and Vice-Chairman) as legal representatives
 - according to § 26 BGB.

V. The General Assembly

- 12. At least every two years all members and associate members are to be convened for a meeting of the general Assembly. The meeting is convened by the Chairman or the Vice-Chairman of the association through written invitation at least two weeks in advance of the proposed date of the meeting. The invitation is to include the agenda.
- 13. The Accrediting Council of the Association or its legal representative is to preside at the general assembly.
- 14. A special meeting has to be convened when the interests of the corporation require it or when at least a third of the regular members request it in writing indicating purpose and reasons for it.

15. At least half of the regular members have to be present or be represented by written proxy at a properly convened meeting in order to constitute a quorum. One member present may not stand proxy for more than one absent member.
16. Organisations that are associate members may delegate up to two non-voting observers in an advisory capacity to the General Assembly.
17. The responsibilities of the General Assembly are
 - a) to elect the Accrediting Council. Its Governing Board (Chairman and Vice Chairman in accordance with § 26 of BGB Civic Code) by secret ballot for a term of four years each. The term of office of the council members is to be arranged in such a way that half of them have to be elected anew after two years;
 - b) to approve the budget;
 - c) to accept the report of the Accrediting Council and grant exoneration (*Entlastung*);
 - d) to discuss and decide on future activities of the Association. Decisions of the assembly are made by simple majority vote of members present or members represented by proxy. In case of a tie vote the motion is tabled for a limited period of time. Votes are taken by voice vote unless a secret ballot is requested by at least 30% of the voting members present.
 - e) to pass changes in the statutes by 2/3 majority of members present or members represented by proxy.
 - f) Council determined policy on accreditation standards may be subsequently overturned by a 2/3 vote of the Assembly.
18. A list of members present at the General Assembly and minutes of the proceedings are to be kept and are to be signed by the Governing Board according to §26 of BGB and the appointed secretary. They are to be sent to all members.

VI. The Accrediting Council

19. Normally the Accrediting Council (Executive Committee) consists of five to nine members. Three Council members shall, if at all possible, not be directly associated with member schools. The Coordinator of the Association is ex officio member of the Council. The Accrediting Council adopts its by-laws determining its business, transactions and voting procedure.
20. The Governing Board according to § 26 of BGB consists of the Chairman and Vice-Chairman. Each of them is authorized to represent the Association individually.
21. The responsibilities of the Accrediting Council are
 - to appoint the Coordinator who conducts the business for the Association;
 - to nominate accrediting commissions;
 - to provide advice to the Coordinator and the accrediting commissions;
 - to decide on the admission of new members and report about it at the next General Assembly;
 - to decide on the accreditation status of institutions on the basis of the accrediting commissions' reports;
 - to plan for the meeting of the General Assembly and the elections
 - to handle the finances and to elect the Treasurer.
 - to decide upon accreditation standards after discussion in the General Assembly
22. The Accrediting Council may appoint committees to deal with special issues and invite advisors as needed.
23. The Accrediting Council has to be convened in writing by the Governing Board according to §26 BGB at least once a year through written invitation including an agenda two weeks prior to the scheduled date of meeting. A list of members present and minutes of the meeting are to be kept and signed by the Chairman

and the appointed secretary and sent to all Council members. They have to be approved at the next meeting.

VII. Income and Profits

24. Income is generated by membership fees and contributions. Members and associate members pay a membership fee which is assessed by the General Assembly. Membership fees, gifts and contributions, as well as income from reserve funds may only be used in accordance with the statutes.
25. At least every two years an audit of all funds, the cash balance and bookkeeping records is to be carried out by an auditor who is neutral to the corporation.

VIII. Duration and Dissolution

26. The Association exists for an unlimited period of time.
27. The dissolution of the Association can be decided on only at a meeting of the General Assembly by a 3/4-majority vote of members present as long as the dissolution was part of the submitted agenda. Each of the regular members present may cast one vote only.
28. In the case of dissolution of the Association the General Assembly that was called in conformity with §8.2 decides on the use of all remaining assets of the Association. They must be used in accordance with the goals and purposes of the Association by a non-profit organisation for the promotion of evangelical theological education. The decision needs the approval of the Internal Revenue Service.

4.5.8

EEAA Bylaws

Bylaws for election in the General Assembly:

1. The Accrediting Council, through the Coordinator, informs the members of the vacancies to be filled in its ranks and calls for nominees to be proposed before a fixed date well in advance of the next Biennial Meeting.
2. The Accrediting Council, through the Coordinator, must inform all EEAA members which persons have been nominated, on its convocation for the General Assembly.
3. During the General Assembly, nominations from the floor are excluded. It is determined by the Council how many members are to be elected.
4. The General Assembly elections are chaired by a person selected by the Council. This person designates those who count the votes.
5. Before the elections, the nominees are introduced to the Assembly.
6. The voting members indicate their choices for election:
 - * Elections will be held by secret ballot.
 - * Each voting member has as many persons to vote for as members to be elected for the Council.
 - * No voting member may cast more than one vote for the same person.
 - * The number of persons to be elected receiving the highest number of votes are elected.
7. After the new configuration of the Accrediting Council has been thus established, a second election by secret ballot will take place for the election of a Chairman and /or Vice-Chairman, according to current need.

(Adopted by the 1997 EEAA General Assembly)

Glossary

Some of the words used in this manual are of particular significance and need to be properly understood.

- **Academic-oriented programmes** Programmes within specific levels of study which are geared toward academics as against the vocational programmes. The European Higher Education Area and the EEAA recognizes them at Bachelor and Master levels. The UNESCO ISCED classification system for these programmes is 5A.
- **Accreditation** A process which requires prolonged time for self-evaluation and outside evaluation of the total institution, its setting, programme, structures and life, it is undoubtedly a worthwhile effort. An EEAA accredited programme not only means that a school's degree will be recognized by peer institutions worldwide but that the school has succeeded in reaching standard benchmarks in higher education.
- **Accreditation maintenance** Once a theological school has succeeded in gaining accreditation for a programme of study, it must demonstrate that it maintains the required standards in time. To maintain accreditation with the EEAA an Annual Progress Report must be submitted within six weeks after the end of the calendar year. Yearly membership fees must also be regularly paid and every five years an evaluative Review Visit must be hosted.
- **Accreditation visit** This major EEAA visit is conducted in those schools that have achieved Candidacy status, have prepared a satisfactory Self-Evaluation Report and presented all the necessary Supporting Documentation. A positive outcome of the Accreditation Visit leads the Accrediting Council to accredit the programme that is being evaluated.
- **Annual Progress Report (APR)** Accredited institutions are expected to submit an Annual Progress Report to the Accrediting Council every year. Reports must be submitted within six weeks after the end of the calendar year.
- **Appeal** Since the Accrediting Council acts for an autonomous and voluntary association of evangelical institutions of biblical and theological training, its decisions cannot be put in question by appeal to public law or to public courts. Appeals may be made in written form to the Council itself. See www.eeaa.org/appeals.
- **Bologna Process** The progressive enlargement of the European Union has engendered the objective of realizing a European Higher Education Area (EHEA) in view of which the so-called "Bologna Process" is seeking to create a common frame of reference for European tertiary education. Such innovations as the European Credit Transfer System (ECTS), the Diploma Supplement, the so-called "3-5-8" structure, national and European quality assurance or accreditation agencies, etc., have become an integral part of European educational scene. Main documents can be found at www.bologna-berlin2003.de.
- **Candidacy** Any member theological school of the EEAA may become a candidate for accreditation. To become a candidate a theological school must fill out the Preliminary Questionnaire and host an Candidacy Visit. Theological schools which have achieved Candidacy status may proceed with programme accreditation for specific programmes.
- **Candidacy visit** This is the first visit to a school that has begun the programme accreditation process. Once the EEAA Accrediting Council has examined the Preliminary Questionnaire of a Member school, an Candidacy Visit is agreed upon. After the positive outcome of the Candidacy Visit, a school becomes a Candidate for accreditation (see **3.1.2**).
- **Coordinator** The EEAA Coordinator is the head administrator of the Association who conducts the business of the Association and is accountable to the Accrediting Council, co-ordinates and presides over the work of the commissions and is available to advise schools on matters of accreditation as requested.
- **Council (or Accrediting Council)** The EEAA Accrediting Council normally consists of nine members elected by the General Assembly. The Council represents the EEAA, nominates accrediting commissions, decides on the admission of new member schools determines accreditation criteria and practice, and decides on the status of accreditation of institutions on the recommendation of the accrediting commissions.
- **Courtesy visit** This is a visit to a school initiated by the EEAA Council or Coordinator. The EEAA does not charge any fee for a Courtesy visit.
- **Cycle of study** Terminology used in the common framework being adopted within the European Higher Education Area and implemented by the national Educational authorities. In the Bologna Process the three cycles of tertiary studies are commonly referred to as "3-5-8" programmes in reference to the

years of full-time study required and also as the “Bachelor”, “Master” and “Doctorate” levels. While the exact definition, duration and nomenclature of these cycles is variable within the EHEA and must be examined on a country by country basis, there is a general agreement that the First Cycle (Bachelor - also called “Undergraduate”) is an initial course of study leading to a first tertiary degree, while the Second Cycle (Master - also called “Graduate” or “Postgraduate”) is an advanced course of study following completion of a first degree and leading to a second tertiary degree.

- **Diploma** Many higher education institutions throughout Europe offer a *sub-degree*, also referred to as the Short Cycle. The Bologna Process and EHEA consider this sort of studies as either “propedeutical” to a first degree or a terminal programme. These awards are usually identified by the nomenclature “Certificate” or “Diploma” and generally corresponds to 1 to 2 years or 60-120 ECTS credits.
- **ECTS** The only credit system which has been successfully tested and used across Europe and is developing into an accumulation system to be implemented at institutional, regional, national and European level. The ECTS is based on the convention that 60 credits measure the workload of a full-time student during one academic year. The student workload of a full-time study programme in Europe amounts in most cases to 36/40 weeks per year and in those cases one credit stands for 25 to 30 working hours. Workload refers to the notional time an average learner might expect to complete the required learning outcomes.

Student workload in ECTS includes the time spent in attending lectures, seminars, independent study, preparation for, and taking of, examinations, etc. Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the programme considered. A very useful ECTS User’s Guide can be found at http://europa.eu.int/comm/education/programmes/socrates/ects/guide_en.pdf
- **European Higher Education Area (EHEA).** The realization of the European Higher Education Area is the objective to which Ministers in charge of Higher Education of almost all European states have committed themselves. The Bologna Process is an important tool toward a European Higher Education Area.
- **Fees** Charges are fixed by the Accrediting Association upon recommendation by the Accrediting Council. They must be such as to permit the organisation and its representatives to perform their tasks without recourse to their personal means. In certain cases, the Council may help schools by seeking foundation grants for covering certain expenses. See www.eeaa.eu/fees.
- **General EEAA Assembly** It is convened every two years, elects the Accrediting Council, the Chairman and vice chairman by secret ballot, votes on the budget, hears and approves the reports of the Coordinator and the Chairman. It deliberates and makes decisions relative to the future work of the Association. It has the right to entertain motions.
- **ICETE** The International Council for Evangelical Theological Education (ICETE) has become the established forum for dialogue and cooperation among evangelical theological educators internationally. ICETE has also taken a leading role in fostering renewal and excellence in evangelical theological education globally. The EEAA is one of the eight continental/regional associations of theological schools composing ICETE. See **4.7**.
- **Learning outcomes** Sets of competences, expressing what the student will be, know, understand and be able to do after completion of a process of learning. They are a listing of the minimal characteristics the schools strives to develop in students that are seeking particular vocations. Learning outcomes represent the starting point of the EEAA programme standards. See **3.2.5**.
- **Lifelong Learning** All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective. Lifelong Learning (LLL) comprises all types of learning and training within any type of institution, company or outside in the field, i.e. formal, non-formal and informal learning. Whereas formal learning takes place in education and training institutions and leads to recognised diplomas and other types of documented qualifications, non-formal learning occurs outside mainstream education and training and does not aim at formalised certificates. Informal learning is a natural consequence of everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and may not be recognised by the individuals concerned as contributing to their knowledge and skills.
- **Membership** Either the first step to be taken toward accreditation, or the entry point into the EEAA network for schools not initially seeking accreditation from the EEAA. Membership entitles schools to enjoy the services and fellowship of the EEAA network and be eligible to obtain accreditation of their programmes.
- **Notation - Probation** If a theological school shows serious deficiencies it receives specific “notations”. If the deficiencies are not rectified within a set period of time it is placed on probation by setting specific conditions which must be satisfied by a fixed date. A notation or probation does not yet entail the cancellation of the status of accreditation. To remove the probationary status a subsequent visit of the Review Committee or team is required, the cost thereof being equal to those of previous visits. If a theological school is on probationary status for more than three years and does not remove deficiencies

it loses its accreditation. The counsel and advice of the Accrediting Council and of the persons commissioned by it are available to all schools which cooperate with the accrediting programme.

- **Orientation Visit** Schools can request an Orientation visit from Accrediting Council members to gain advice on membership, accreditation or quality assurance issues. Regular visitation fees apply for this kind of visit.
 - **Peer accreditation** The mutual recognition between institutions of degrees and programmes. This sort of accreditation is very common, and works especially well in international contexts where accredited universities do not always recognise each others programmes. The EEAA offers peer-accreditation among a growing number of institutions of higher learning in evangelical Europe and, through its membership in ICETE (the International Council for Evangelical Theological Education) to over 700 evangelical schools all over the world
 - **Preliminary Questionnaire** The purpose of this questionnaire is to provide an overall impression of the institution, its life and programme. It is needed to be considered as a Candidate for Accreditation. See [5.2](#).
 - **Probation - Notation** (see Notation - Probation).
 - **Programmes** The EEAA accredits programmes and not schools. Although part of the accreditation of a programme involves meeting certain overall institutional standards, this does not mean that all programmes offered by that theological school are automatically accredited. A theological school in fact usually offers more than one programme varying in duration, content and delivery method. When applying for accreditation, theological schools must specify which programme they are submitting for accreditation. A theological school may have accreditation for more than one programme.
 - **Propedeutical** This is a special year of training that a theological school may offer students who do not satisfy access requirements in order to demonstrate their ability to benefit from and to enter higher education programme.
 - **Quality Assurance** The process whereby an external agent (usually an accrediting association) verifies the quality of the education of a given institution according to quality standards or norms. There are two dimensions to the quality of higher education: the first is the appropriateness of the standards set by the theological school and the second is the effectiveness of teaching and learning support in providing opportunities for students to achieve those standards.
 - **Review Visit** This visit will normally take place every five years after initial accreditation. In preparation of the visit, the theological school will undergo an in-depth self-evaluation, leading to a report that will state major changes, improvements as well as weaknesses in all main areas.
 - **Self-Evaluation Report (SER)** A collection of documentation representing the culmination of the process of self-evaluation. This is likely the most important document a theological school will produce during the accreditation process, and certainly is the main instrument the Accrediting Council will be looking at in considering candidate institutions. See [3.4](#).
 - **Supporting Documentation** The documentation that needs to be appended to the Self-Evaluation Report in order for a programme to be considered for accreditation. See [3.4](#).
 - **Vocationally-oriented programmes** Programmes within specific levels of study which are geared toward professionally-related or applied outcomes as compared to the academic-oriented programmes. The European Higher Education Area and the EEAA recognizes them at Bachelor and Master levels. The UNESCO ISCED classification system for these programmes is 5B.
-

4.7

ICETE

The EEAA is one of the eight continental/regional associations of theological schools that sponsors the International Council for Evangelical Theological Education (ICETE).

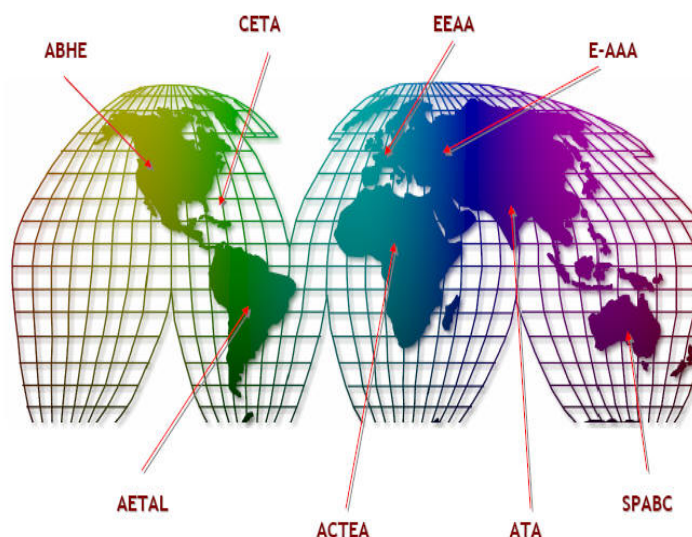
ICETE's origins are rooted in the emergence of networks of evangelical theological schools in the developing world during the late 1960s and early 1970s. From among these new associations came a call for some means by which they might be in regular contact and collaboration at the international level. The WEA Theological Commission agreed to sponsor the project, and ICETE was formed in March 1980. In the years since its founding ICETE has become the established forum for dialogue and cooperation among evangelical theological educators internationally. ICETE has also taken a leading role in fostering renewal and excellence in evangelical theological education globally.

The purposes of the ICETE are:

1. To promote the enhancement of evangelical theological education worldwide
2. To serve as a forum for contact and collaboration among those worldwide involved in evangelical theological education, for mutual assistance, stimulation and enrichment.
3. To provide networking and support services for regional accrediting bodies for evangelical theological education worldwide
4. To facilitate among these bodies the enhancement of their services to evangelical theological education within their regions
5. To foster the quality and the academic recognition of evangelical theological education worldwide through the accreditation services of these bodies

The following map presents the eight continental/regional associations of theological schools that constitute the ICETE: ACTEA (Africa); ATA (Asia); CETA (the Caribbean); EEAA (Europe); E-AAA (Euro-Asia); AETAL (Latin America); ABHE (North America); and SPABC (South Pacific). For a complete directory of ICETE affiliated institutions <http://www.icete-edu.org/directory.html>

The ICETE Community:



ICETE is a global community linking eight continental/regional associations of theological schools: ACTEA (Africa); ATA (Asia); CETA (the Caribbean); EEAA (Europe); E-AAA (Euro-Asia); AETAL (Latin America); ABHE (North America); and SPABC (South Pacific). ICETE was founded in 1980 and functions under the auspices of the World Evangelical Alliance. For further information on ICETE, see the ICETE webpage at: <http://www.icete-edu.org/>

4.8

EEA Basis of Faith

Institutions that apply for membership and accreditation undersign the European Evangelical Alliance Basis of Faith or its equivalent.

The European Evangelical Alliance is a fellowship of Christians who accept the revelation of the triune God given in the Scriptures of the Old and New Testament and confess the faith of the Gospel therein set forth. They assert the following doctrines which they regard as crucial to the understanding of the faith, and which should issue in mutual love, practical Christian service and evangelistic concern:

- The sovereignty and grace of God the Father, God the Son and God the Holy Spirit in creation, providence, revelation, redemption, final judgement and consummation.
- The divine inspiration of Holy Scripture and its entire trustworthiness and supreme authority in all matters of faith and conduct.
- The universal sinfulness and guilt of fallen man, making him subject to God's wrath and condemnation.
- The substitutionary sacrifice of the incarnate Son of God as the sole and all-sufficient ground of redemption from the guilt and power of sin, and from its eternal consequences.
- The justification of the sinner solely by the grace of God through faith in Christ crucified and risen from the dead.
- The illuminating, regenerating, indwelling and sanctifying work of the Holy Spirit.
- The priesthood of all believers, who form the Universal Church, the body of which Christ is the head, and which is committed by His command to the proclamation of the Gospel throughout the world.
- The expectation of the personal, visible return of the Lord Jesus Christ, in power and glory.

Fee schedule

Fee schedule

The EEAA fee schedule, generally speaking, breaks down into three categories:

1. Membership fees
2. Yearly fees for schools in the accreditation process
3. Visitation fees for schools in the accreditation process
4. Visitation fees for schools not in the accreditation process

All fees will be invoiced to the address provided by the school with instructions on payment. For updated fees see www.eeaa.eu/fees.

Policy

- **Outstanding fees.** No visits will be authorised for schools which are one year or more behind with their payments of fees. Schools which have a strong case for reduction of fees due to un-usual financial constraints should appeal to council for this with supporting documentation and these will be considered on a case by case basis. (*EEAA Council minutes, April 2008*)... Schools or organizations which are two years or more behind with their payments of fees will receive a formal notice, after which their membership and accreditation will be suspended. If, after being suspended for two years, schools have still not settled their arrear payments, their membership and accreditation will be revoked and they will need to apply again. (*EEAA Council minutes, October 2008*)
- **Additional programmes.** Already accredited schools presenting new programmes can be granted candidacy status for the new programmes from early on but will be granted full accreditation only after the first graduation, but this will apply to the graduates of that first graduation. Additional programmes will be charged an additional 100€ yearly fee. (*EEAA Council minutes, April 2008*)
- **Visitation fee.** Transport to continue to be settled directly between the school and the visitor and a flat fee of 100 euro for expenses for each VET member to be collected by each VET member from the school in addition. (*EEAA Council minutes, October 2008*)
- **Travel costs** are to be settled directly with each VET member (travel + 100€ personal expenses). **Visitation fees** should be paid to the EEAA treasurer on invoice.

4.10

Council and contact information

Council

The names of the members of the EEAA Staff and Council are published on the EEAA website. See <http://eeaa.eu/about-2/staff-and-council/>.

EEAA office

Dr Marvin Oxenham - Coordinator, EEAA

EEAA Office

Via dei Lucumoni 33 1015 Sutri (VT) Italy

E.mail: office@eeaa.eu Website: www.eeaa.eu

4.11

System of appeal

The right to appeal the decisions of the Accrediting Council applies to both schools and organizations applying for membership and to schools whose programmes are being accredited.

Policy for appeals are published on the EEAA website:
<http://eeaa.eu/accreditation/appeals/>.



Part 5

Forms

EEAA Manual - Fifth Edition, 2011

This section of the manual contains the following forms:

- **5.1 Membership Application Form:** to be used by schools and organizations applying for membership in the EEAA.
- **5.2 Preliminary Questionnaire Form:** to be used by schools applying for programme accreditation
- **5.3 Annual Progress Report Form:** to be used for yearly reports from schools whose programmes are accredited.
- **5.4 School Review Form:** to be used by VET teams for reporting following Candidacy, Accreditation and Review visits.
- **5.5 Summary Assessment Form:** to be used by the Accrediting Council to publish reports
- **5.6 Visitation Evaluation Form:** this is a feedback form to be completed by schools that have been visited by an EEAA Evaluation Team.
- **5.7 Abbreviated Self Evaluation Report for Dual Accreditation:** to be used by schools with government accreditation or university validation that apply for EEAA accreditation.

These forms can be photocopied and filled out manually, but it is preferable that digital copies of all forms be downloaded from <http://eeaa.eu/downloads-and-tools/forms/> or accessed from the digital edition of the EEAA Manual (on CD). The digital forms can be filled with a standard word processor.

5.1 Membership application form

To be used by schools and organizations applying for membership in the EEAA. Digital copies of this form are available at www.eeaa.org/forms and in the digital edition of the EEAA Manual.

Name of theological school or organisation:

Full Address

Website:

Telephone:

Email:

At present the school or organisation is interested in (indicate yes/no):

| | |
|--------------------------|--|
| <input type="checkbox"/> | Membership to enter the EEAA network |
| <input type="checkbox"/> | Membership as a first step to programme Accreditation |
| <input type="checkbox"/> | Affiliate membership (only for organisations that are not schools) |

Indicate the reasons for seeking EEAA membership and areas of particular interest or need

Indicate agreement (yes/no) to the following statements:

| | |
|--------------------------|--|
| <input type="checkbox"/> | The theological school or organisation subscribes to the <i>Basis of Faith</i> of the European Evangelical Alliance and to that of its national evangelical alliance |
| <input type="checkbox"/> | The theological school or organisation expresses an interest in the aims of the Accrediting Association (EEAA) and is willing to support those aims. |

How did the school or organisation hear about the EEAA?

Indicate language of instruction or business

Indicate denominational affiliation

Description of legal status

| |
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Only for schools

Length and level of education programme (s)

| | |
|--|-------------|
| | Certificate |
| | Diploma |
| | Bachelor |
| | Master |
| | Doctorate |

If you operate at Bachelor or Master level, please describe whether your programme is vocationally or academically oriented.

| |
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Delivery method (s)

| | |
|--|---|
| | Full time residential |
| | Distance learning (correspondence, extension, e-learning, etc.) |
| | Mixed delivery (specify) |

Approximate total yearly enrolment

| | |
|--|-----------|
| | Full time |
| | Part time |
| | Total |

Is your programme accredited? If yes, indicate agency and level of accreditation.

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Core Values

Membership in the EEAA requires agreement from the school to the EEAA's Core Values. Please write a brief written response to each of them, describing how your school has been able to express these values so far.

1. Faithful to doctrine

- The school's doctrine is evangelical and Scripture based.
- Faculty members should be mature Christians that abide by the school's doctrinal position.
- The programme has a robust component of Biblical teaching.

Response

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2. Trusted by the church

- The school is in good standing with evangelical community and networks with evangelical churches and organizations.
- Faculty and staff members should have a good standing within the national evangelical community at large, be respectable members of a church and exhibit character traits that are worthy of imitation by the student body
- The school is attentive to the needs and expectations of the community it serves.
- The school works in partnership with the churches in the training of students.

Response

3. Excellent in academics

- The school aims at providing educational means that are fit for purpose.
- The teaching in the classroom is at an appropriate academic depth
- The school encourages students and faculty to achieve their intellectual potential.
- The school trains students to be on-going learners.

Response

4. Operating as community

- The school functions as a culturally appropriate learning community.
- The school's community is seen as a place where spiritual formation, character and service skills are developed.
- The school models cooperation by networking with other theological schools.

Response

5. Integrated in approach

- The school's programmes balance quality academic, spiritual and personal formation and ministry effectiveness.
- The school has a variety of learning activities that are fit to achieve varying outcomes.
- This balanced approach is modelled in faculty and staff that shall, wherever possible, actively participate in the life and worship of the theological school and show personal involvement in the physical and spiritual welfare of the students and not only the intellectual and academic needs..

Response

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6. Aimed at service

- The school actively models and promotes servant leadership.
- The school should have sound procedures for evaluating the prospective student's commitment to Christian truth, ethics, values and community
- The school's programme aims at training graduates who will be able to serve in changing contexts.
- The school's programme should aim at fitness for purpose, and generally should include evaluated ministry experience
- The schools offers vocational and ministerial guidance to its students and graduates.

Response

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7. Focused on outcomes

- The activities of the school are inspired by the intended outcomes in the lives of its alumni and the kingdom.
- The school has a carefully formulated mission statement and strategic plan.

Response

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8. Evaluated with integrity

- The school has procedures for internal quality assurance.
- The school continually reviews its objectives, programmes, and entire operation.
- The school is accurate, transparent and truthful in its public face.
- The school's leadership, staff and faculty are accountable.

Response

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9. Governed with competency

- The school has a clear legal operation, unambiguous governance structures and joint decision making procedures.
- The school's governing body is free from conflict of interest.

Response

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10. Managed efficiently

- The school is run by an efficient administration
- The school's staff and faculty are sufficient in number and suitably qualified
- The school's staff and faculty are provided with adequate working conditions.
- The school makes provision for on-going training of its staff and faculty.
- The school is transparent, accountable and viable in its financial dealings.

Response

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11. Effective within context

- The school's learning activities, objectives and structure exist in response to its specific context and the needs of its stakeholders.
- The school's programme is culturally relevant and appropriately staffed by nationals.
- The school fosters a Christian mind and world view that can apply theological knowledge to context.

Response

Documentation

Please attach to your membership application

- ☐ The mission statement of the school or organisation
- ☐ A copy of the school's programme of study or materials describing the activities of the organisation
- ☐ A copy of the school's catalogue
- ☐ An acceptable letter of reference (ie. from another EEAA member school, national Evangelical Alliance, etc.) to determine that the school is in good standing in its local evangelical context
- ☐ (for organizations only) General brochures describing operations.

Name and address of school
accountant for invoicing

Name of Principal or President

Signature and stamp or seal

Current Date

This form must be downloaded in the digital version <http://eeaa.eu/downloads-and-tools/forms/> and submitted as an email attachment to office@eeaa.eu and accreditation@eeaa.eu. You will be notified when it has been received. In case you do not receive confirmation of reception, please contact the Coordinator.

5.2 Preliminary Questionnaire

To be used by schools applying for programme accreditation. Digital copies of this form are available at www.eeaa.eu/forms and in the digital edition of the EEAA Manual.

The purpose of this questionnaire is to provide an overall impression of the institution, its life and programme. The questionnaire is to be returned in digital or hard copy to the EEAA Coordinator. Please also append or make reference to any material (in hard copies or digital version) that grants insight into the history, life and programme of the school, in particular the school's catalogue, doctrinal statement and summary financial report for the last three years.

Since this is the first introduction of your school to the EEAA Council, all questions should be answered briefly although some will require attaching separate documentation. The EEAA Manual (in particular section 3.2 on Accreditation Standards) should be read carefully before completing this form.

Name of theological school or organisation:

Full Address

Website:

Telephone:

Email:

Head of institution:

Indicate levels of study (digit X)

Level at which the school operates

Level for which EEAA accreditation is sought

| | | |
|--|--|----------------------------|
| | | 1 year Certificate |
| | | 2 year Diploma |
| | | 3 year Vocational Bachelor |
| | | 3 year Academic Bachelor |
| | | 1-2 year Vocational Master |
| | | 1-2 year Academic Master |

What is the delivery method used for the programme of study being accredited? (digit X)

| | |
|--|---------------------------------------|
| | Full-time residential |
| | Distance Learning <i>(describe)</i> : |
| | blended/other <i>(describe)</i> : |

Is the school programme accredited or validated by other agencies? (digit X)

| | | |
|--|-----------------------------|----------|
| | No | |
| | Yes, by national government | |
| | Yes, by another university | Specify: |
| | Other | Specify: |

Motivation for seeking
EEAA accreditation

| |
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1. Evangelical-value centred (see 3.2.1 in the EEAA Manual)

In your Membership Application Form, your school subscribed to the EEAA Core Values for theological education, giving preliminary examples of evidence of how your school expresses these values⁴⁶. Please review values in section 2.3 and provide any further evidence that you feel will help the EEAA Council in assessing your school (many of the areas covered by the Core Values are also specifically addressed by questions you will find later on in this questionnaire).

General response to EEAA Core Values (see Membership Application for specific response)

⁴⁶ If your school applied for membership before 2006, the EEAA Core Values were not included in the Membership Application form. In this case, ask the Coordinator to send you a separate form in which you can appropriately respond.

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In what way is your college's statement of faith integrated and implemented into all the activities of the school?

| |
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| |
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2. Strategic Planning (see 3.2.2 in the EEAA Manual)

Does your school have a strategic mission statement (please attach mission statement)?

| | | |
|--|---|--|
| | No | |
| | Yes | |
| | When was the mission statement last updated? | |
| | Does your mission statement clearly define the work areas of the schools graduates? | |

Does your school have a strategic development plan?

| | |
|--|-----|
| | No |
| | Yes |

Has your school formulated in writing the intended learning outcomes its programme seeks to achieve?

| | |
|--|-----|
| | No |
| | Yes |

Please formulate below a synopsis of the programme profile you wish to have accredited. Include the purpose and nature of the programme of studies and state the specific field of learning (i.e. Theological and Religious Studies).

Programme
profile

| |
|--|
| |
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3. Programme development (see 3.2.3 in the EEAA Manual)

Express your understanding of what learning outcomes are and how they should condition the educational programme

| |
|--|
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Describe the process used and the parties involved in defining the learning outcomes for the programme being accredited.

| |
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Please list the learning outcomes for the programme being accredited.

Learning Outcomes:

-

Describe in what way the learning outcomes have been used to determine the curriculum and attach a copy of the curriculum that indicates how the single learning activities fulfil the learning outcomes.

Does the school have *standard* syllabi template that all its faculty members are required to formulate in writing or their courses or learning activities? Please attach examples.

| | | |
|--------------------------|---------|--|
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | |
| | Comment | |

Are written syllabi produced for all learning activities including, for example, mentoring, spiritual formation and ministry experience? Please attach examples.

| | | |
|--------------------------|---------|--|
| <input type="checkbox"/> | No | |
| <input type="checkbox"/> | Yes | |
| | Comment | |

In addition to classroom lectures, please indicate what other learning activities receive credit within the programme. Also indicate approximate percentage of credit given within the programme of each kind of learning activity.

Learning Activities:

- Classroom lectures (___ %?)
-

4. Credit counting and duration (see **3.2.4** in the EEAA Manual)

What framework does the school use for credit counting?

| | | |
|--|-------|-----------|
| | ECTS | |
| | Other | (specify) |

Indicate credit requirements and duration for the programme being accredited

| | |
|---|--|
| Total number of credits required | |
| Duration of programme (full time) | |
| Duration of programme (distance learning) | |

5. Teaching, Learning and Assessment (see **3.2.5** in the EEAA Manual)

Do teaching and learning, classroom organisation and pedagogical practices in the school occur in harmony with principles of effective adult teaching at an appropriate level and academic depth for the programme?

Are teaching and learning in the school fitting to the discipline of theology, and aim at integration between academic instruction, ministerial training, spiritual formation, character education and theological reflection?

Does the school keep a Student Progress File (or equivalent) for each student? What is contained in this file? Please describe:

Does the school have an written overall marking (grading) system that is clearly communicated to the students, and that includes a right-of-appeal procedure? Please describe:

How are non-classroom learning activities such as ministry experience and mentoring evaluated?

6. Graduation (see 3.2.6 in the EEAA Manual)

How many students have been graduating for the past three years in the various programmes?

What are the graduation requirements?

What documents does the school give a student on graduation? Do you provide a Diploma Supplement?

7. Community and discipline (see 3.2.7 in the EEAA Manual)

Please describe all regular extracurricular activities (spiritual, social and physical) that form a part of the community's life.

Are there student organizations? If so how do they work and what are there activities?

Does the school have a written code of ethics and regulations that students must submit to? Describe disciplinary policy and procedures.

Are students accountable to their local churches? If so, how?

8. Mentoring, ministry and cultural awareness (see **3.2.8** in the EEAA Manual)

Please describe the school's mentoring programme or what provisions are made for the cultivation of the personal Christian life of the student. Specify if credit is given for mentoring programmes and how evaluation is carried out.

What sort of practical ministry or internship programme are the students involved in? How much credit is given to these activities? Who is responsible for evaluation of practical ministry?

Is provision made for national and international cultural awareness and development? Specify if credit is given for this kind of activity and how evaluation is carried out.

9. Governance and organization (see **3.2.9** in the EEAA Manual)

Describe the school's legal status and explain why that particular status is appropriate in the national context where the school operates.

Describe the school's ownership and governance structure.

Describe the school's internal organizational structure, including all members of administration, staff and faculty.

Describe record-keeping and administration structure and duties.

Describe the school's internal quality assurance policy and procedures.

Are there procedures in place for evaluation of faculty and learning activities?
Attach student evaluation form samples and data if available.

10. Faculty (see 3.2.10 in the EEAA Manual)

List teaching staff engaged at the theological school for the past three years including the following information: church affiliation, age, academic and non-

academic qualifications, year of appointment, areas of teaching, teaching hours (per week) and additional responsibilities. Please list full-time and part-time faculty separately.

What spiritual/ministerial/character qualifications required for faculty?

What percentage of the faculty is national?

What is the faculty/student ratio(count twelve hours part time teaching per week as equivalent to one full time instructor)

Does the school make provisions for faculty upgrading? How are faculty motivated and kept accountable within the school? Describe plans for faculty instructional development, enrichment of qualifications and provision for on-going research.

11. Student Access (see 3.2.11 in the EEAA Manual)

What are the academic requirements for student access to the study programme being evaluated? Do they correspond to the level of study indicated in the EEAA Manual?

Does the school make provision for special access cases? Explain.

Does the school have a procedure to evaluate the prospective students' commitment to Christian truth, values and ethics? Is Christian character a requirement for access into the study programme, and if so how is this measured?

12. Facilities (see 3.2.12 in the EEAA Manual)

Describe the facilities of the theological school.

Describe the library facilities and holdings in terms of quantity and quality.

Describe library development plans and provisions for library staff.

13. Finances and stability (see 3.2.13 in the EEAA Manual)

How is the annual budget prepared and adopted? (please attach a general financial report for last 3 years)

Does the theological school have any debts and how are they planned to be covered? Who owns the land and building that is being used by the school?

What are the annual fees for students and how do they compare to other national private institutions?

Are staff and salary adequately compensated? How many fulltime/part time staff does the school have on its payroll? How do their salaries compare with national standards?

Have there been major turnovers in staff, leadership or programmes in the last 5 years? If so, describe.

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What is the average enrolment figure? Have there been major changes in enrolment in the last 10 years? Show student enrolment numbers for the past three years.

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14. Public relations (see 3.2.14 in the EEAA Manual)

Does the school publish an Information Package/Course Catalogue? If so, please attach a copy.

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| | No |
| | Yes |

Has the school carried out investigations of the appropriate academic nomenclature and legal issues in degree awarding within its own country? Please provide explanation of national policy in regards.

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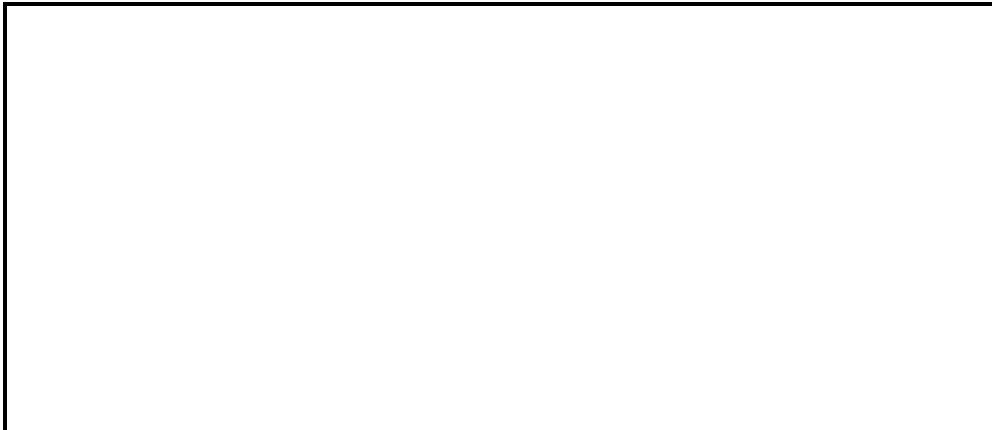
Describe the school's relationship with authorities and the surrounding community, the wider Christian community and potential employers of graduates.

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What kind of placement service does the school operate for its graduates? How is contact with graduates maintained?



List and provide samples of the school's publicity tools.



Distance Learning programmes

If this questionnaire is being submitted for a Distance Learning programme, please also answer the following questions.

Give a full description of the delivery method and overall strategy of the DL programme:

Does the DL programme relate to other EEAA accredited programmes in your school? If so, how?

Who, in terms of staff, faculty, tutors or external assistants, will be involved in running the DL programme and what are their qualifications?

List extension centres, office space, IT technology (hardware and software), printing facilities, call-in centres, etc. that will be used to run the DL programme.

Other delivery methods or blended delivery programmes

If this questionnaire is being submitted for programme that uses other deliver forms than residential and distance learning, please provide a description and essential information.

Documentation

- ☐ Mission statement
- ☐ Complete Programme Curriculum (related to learning outcomes and learning activities)
- ☐ Syllabi template/samples
- ☐ General financial report for last 3 years
- ☐ Information Package/Course Catalogue
- ☐ Publicity tool samples

Name of Principal or President

Questionnaire completed by

Signature and stamp or seal

Current Date

This form must be downloaded in the digital version <http://eeaa.eu/downloads-and-tools/forms/> and submitted as an email attachment to office@eeaa.eu and accreditation@eeaa.eu. You will be notified when it has been received. In case you do not receive confirmation of reception, please contact the Coordinator.

5.3 Annual Progress Report

To be used for yearly reports from schools whose programmes are accredited. Digital copies of this form are available at www.eeaa.eu/forms and in the digital edition of the EEAA Manual.

Please note: the APR was updated in 2013. See the new form in the >Download > Forms area of the EEAA website - eeaa.eu

In order to maintain accreditation, accredited institutions are expected to submit an Annual Progress Report (APR) to the Council. The purposes of the APR are:

- The APR links the **internal quality management** of the institution with the **external quality assurance** by the EEAA. It is assumed that in the institution appropriate annual quality management mechanisms are in place (annual evaluations and proper processing of the results). The intention of the APR is not to require meaningless additional work but to enhance internal quality management.
- The APR also refers to the **requirements and recommendation** spelled out by the EEAA after the last accreditation or review visit. The APR-process supports the institution in the continuing implementation of the required and suggested improvements.

- Through the APR institutions report to the EEAA **changes and developments** in relation to the accredited programs.

NB: According to the EEAA Manual 2006 (Section 3.1.3), significant institutional changes are to be reported to the EEAA within one month and major programme reforms are to be discussed with the Accreditation Director before implementation. In addition, whenever a school adds a new specialization/concentration to an existing accredited programme or changes the delivery method, that school must inform the EEAA before implementing it.

Schools with **more than one accredited programme/cycle of study** must ensure that the information regarding the different programmes is recognisable in the reporting either by giving differentiated information in one APR (similar programs with only minor variation) or by submitting separate APRs for each programme.

APRs refer to academic years and must be handed in electronically to the Accreditation Director and the Coordinator not later than July 30.

General information

Name of theological school

Full Address

Website:

Email:

Head of institution:

Specify the accredited programme of study and level of accreditation ⁴⁷

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Specify the format of delivery ⁴⁸

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Are you considering accreditation of your programme by other agencies in addition to or in alternative to the EEAA? If so, please explain.

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1. Evangelical-value centred (see 3.2.1 in the EEAA Manual)

Please review values in section 2.3 of the EEAA Manual and comment on developments in these areas.

Review the requirements and recommendations articulated in Section 1 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

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2. Strategic Planning (see 3.2.2 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 2 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

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Describe the results of internal evaluations and the follow-up during the last academic year in the area general objectives of the school (mission statement; long-term development plan). Add supporting documents as appropriate.

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⁴⁷ Certificate, Diploma, Vocational or Academic Bachelor, Vocational or Academic Master.

⁴⁸ Residential, extension, fulltime, part-time, distance learning, multiple?

Describe the results of internal evaluations and the follow-up during the last academic year in the area of objectives of the accredited programmes (programme profile; academic or vocational orientation). In case of more than one accredited programmes describe each programme separately. Add supporting documents as appropriate.

3. Programme Development (see 3.2.3 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 3 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area curriculum development with regard to the accredited programmes? When was the last time the curriculum underwent general revision? Are there plans for major curriculum revision? In case of major curriculum revisions, please attach a complete programme curriculum with a full description of the learning outcomes, indicating clearly changes that have been made. In case of more than one accredited programmes describe each programme separately.

Describe the results of internal evaluations and the follow-up during the last academic year in the area learning activities? What methods have been added or enhanced in the delivery of the accredited programmes (new courses available by DL, TEE, etc). Have such changes affected the balance of the curriculum? Describe and give the rational for such changes. Add supporting documents as appropriate. In case of more than one accredited programmes describe each programme separately.

Have any new programmes been developed during this year or are there imminent plans to do so? Will these programmes be seeking EEAA accreditation?⁴⁹

4. Credit counting and duration (see 3.2.4 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 4 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area credit counting procedures for the accredited programmes. Special attention should be given to changes in the distribution of credits for private study, writing and examination preparation, field projects, internships, mentoring programmes, as well as professional, ministry and personal experience (non-formal and informal learning). Add supporting documents as appropriate.

In case you made changes in the counting of non-formal and informal learning, please give a detailed description and calculation according to the *EEAA Guidelines for the Validation of Non Formal and Informal Learning*.

5. Teaching, Learning and Assessment (see 3.2.5 in the EEAA Manual)

⁴⁹ “... whenever a new programme is developed, the school should notify the Council and specify in its publications whether the programme is accredited by the EEAA or not.”, cf. section 3.1.3 of the EEAA Manual (Fourth Edition 2006).

Review the requirements and recommendations articulated in Section 5 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

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Describe the results of internal evaluations and the follow-up during the last academic year in the area of procedures and instruments for student evaluation? Add supporting documents as appropriate.

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6. Graduation (see 3.2.6 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 6 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

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How many students have graduated the last academic year?

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| | Men |
| | Women |

What percentage of students has not completed their programme of study (drop out rate)? Please distinguish between students who have left the programme and students who dropped out of the programme on academic grounds.

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Indicate the documents the school has given students on graduation.

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| | Student transcript |
| | Diploma |
| | Diploma Supplement |
| | EEAA Certificate |

7. Community and discipline (see 3.2.7 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 7 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate and report on significant issues.

8. Mentoring, ministry and cultural awareness (see 3.2.8 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 8 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of mentoring programmes and provisions for the cultivation of the personal Christian life of the student. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of practical ministry or internship programmes. Add supporting documents as appropriate.

9. Governance and organization (see 3.2.9 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 9 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of the school's ownership and governance structure? Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year of internal management structures, academic leadership and administration (e.g.: change of organisational structure, change of Principal/Academic Dean/Librarian/Registrar etc.). Add supporting documents as appropriate?

Describe the results of internal evaluations and the follow-up during the last academic year in the area of school's institutional quality management. Add supporting documents as appropriate.

10. Faculty (see **3.2.10** in the EEAA Manual)

Review the requirements and recommendations articulated in Section 10 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

List changes within the faculty (additions and departures). Specify age, nationality, degrees, spiritual and ministerial qualifications. Indicate educational

assignment of new faculty members. Identify full-time, part-time and guest faculty.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of faculty training and faculty development (including continuing education, specialized professional training, further studies, sabbaticals etc.). Report on the implementation of new policies and strategies. Add supporting documents as appropriate.

11. Student Access (see 3.2.11 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 11 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Quantify by approximate percentages the academic qualification of newly admitted students since last reporting (you do not need to provide exact numbers):

| | |
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| | Completion of secondary education. |
| | National “First Cycle” university access requirements. |
| | Vocational bachelor or equivalent. |
| | Academic bachelor or equivalent. National “Second Cycle” university access requirements. |
| | Mature students or professional background |
| | Special provisions |
| | Other (specify) |

12. Facilities (see 3.2.12 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 12 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of buildings and/or major equipment. Add supporting documents as appropriate. Add supporting documents as appropriate.

List approximate number of library acquisitions and indicate fields. State the library budget for the past and upcoming academic year. Add supporting documents as appropriate.

13. Finances and stability (see 3.2.13 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 13 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Give a brief general financial report of the past academic year and of the budget for the next academic year. Only include major conclusions, a full budget sheet is not necessary.

Describe enrolment figures for the programme and compare them to previous years (include only numbers for the programme accredited by the EEAA). Distinguish between full- and part-time students.

| | |
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| | Total enrolment last academic year |
| | Average total enrolment in last 3 years |
| | Comments |

14. Public relations (see 3.2.14 in the EEAA Manual)

Review the requirements and recommendations articulated in Section 14 of the last School Review Form (summarised in the Follow-up Form) and describe the progressions. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of publicity. Add supporting documents as appropriate.

Has the school carried out investigations of the appropriate academic nomenclature and legal issues in degree awarding within its own country? Please provide explanation of national policy in regards.

Distance Learning programmes

If this questionnaire is being submitted for a Distance Learning programme, please also answer the following questions.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of assessment of the delivery method and overall strategy of the DL programme. Add supporting documents as appropriate.

Describe the results of internal evaluations and the follow-up during the last academic year in the area of staff, faculty, tutors or external assistants that are involved in running the DL programme. Add supporting documents as appropriate.

Describe evaluations and follow-up during the last academic year in the area of extension centres, office space, IT technology (hardware and software), printing facilities, call-in centres, etc that are used to run the DL programme. Report on new developments. Add supporting documents as appropriate.

Other delivery methods or blended delivery programmes

If this questionnaire is being submitted for programme that uses other delivery forms than residential and distance learning, please provide a essential information and report on progress.

Fees

Regular payment of fees is a required condition for continued accreditation. Please confirm below that your fees have been regularly paid for the current year.

| | |
|--------------------------|--|
| <input type="checkbox"/> | Our school's fees have been regularly paid |
| <input type="checkbox"/> | Our school has not yet paid its fees, but will do so shortly |
| <input type="checkbox"/> | Our school is in severe financial difficulty and we have not yet paid our fees |

Questionnaire completed by

Signature of the person who
completed the form

Current Date

Documentation:

This form must be downloaded in the digital version <http://eeaa.eu/downloads-and-tools/forms/> and submitted as an email attachment to office@eeaa.eu and accreditation@eeaa.eu. You will be notified when it has been received. In case you do not receive confirmation of reception, please contact the Coordinator.

The European Evangelical Accrediting Association is a non-profit higher education network.
Via dei Lucumoni 33 01015 Sutri (VT) - Italy - Email: office@eeaa.eu Website: <http://www.eeaa.eu>

5.4 School Review Form

This form is to be used by Visiting Evaluation Teams (VET) to report following Candidacy, Accreditation and Review visits. Schools receiving the visit must sign off the form in agreement.

Schools are reviewed by an external Visiting Evaluation Team according to the standards outlined in the Fourth Edition 2006 of the EEAA Manual. The following rating scale is used:

| | | | |
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| 4 Full compliance. The school evidences a high degree of quality and operates at the level of the EEAA standard. | 3 Partial compliance. The school satisfies the standard but there is room for improvement. Recommendations follow. | 2 Work needed. The school must work on the requirements to improve significantly in the given standard. Requirements are given. | 1 Much work needed. The standard is not in operation and the school will need to follow the given requirements . |
| Indicate that the requirements for accreditation are met - no additional action prior to accreditation. | | Indicate that the requirements for accreditation are NOT met - additional action is required - it can be prior to accreditation or by defined post-accreditation date. | |

The form is organized following the Standards described in section **3.2** of the EEAA Manual. Grades and recommendations/requirements are given for each item of evidence and then a summarized "Report statement" is provided for each general standard. **Recommendation** indicate areas of further improvement and development and progression must be reported in the APRs and checked during review visits. **Requirements** indicate areas which call for ultimate action in order to receive or maintain accreditation. For requirements a due date must be specified in the School Review Form (by the VET) or in the Follow-up Form (by the Accreditation Commission/the Council) - either "Prior to accreditation" or a post-accreditation date. The report concludes with an overall assessment of the school and recommendation to the Council.

General information

Name of theological school

Names of Visiting Evaluation Team Members

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Visitation Category

| | |
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| <input type="checkbox"/> | Orientation |
| <input type="checkbox"/> | Courtesy |
| <input type="checkbox"/> | Candidacy |
| <input type="checkbox"/> | Accreditation |

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| <input type="checkbox"/> | Review |
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Specify the programme of study that is object of the visit and level of accreditation

Introductory comments to the Visit

Review Form

| Standard | 4 | 3 | 2 | 1 | Recommendations | Requirements |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-----------------|--------------|
| 1. Integration and implementation of core values and statement of faith into all activities | | | | | | |
| Core Values are recognizable in the programme and general operations (refer to Membership Application Form) | | | | | | |
| 1. Faithful to doctrine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Trusted by the church | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. Excellent in academics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4. Operating as community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5. Integrated in approach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6. Aimed at service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7. Focused on outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8. Evaluated with integrity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9. Governed with competency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 10. Managed efficiently | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 11. Effective within context | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| The statement of faith is integrated into all activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |

| 2. Strategic plan that is approved by the governing body and relates to the institution's operation. | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| Appropriate written mission statement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Appropriate short and long term development plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Clearly formulated learning outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Clear programme profile | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Clear academic/vocational distinction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |
| 3. Programme that reflects learning outcomes in curriculum and learning activities. | | | | | | |
| Appropriate understanding of learning outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Appropriate procedure used in setting learning outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Learning outcomes are used appropriately to build curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Appropriate course syllabi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Variety of appropriate learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Balanced curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Curriculum reflects learning outcomes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |
| 4. Understanding and usage of ECTS and appropriate credit and duration scheme for level of study. | | | | | | |
| ECTS are understood and used properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Correct number ECTS for level of study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Correct duration for level of study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Duration and ECTS correspond to national situation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| ECTS are awarded for all learning activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |
| 5. Teaching and learning are provided to to a high level of quality and there is consistent, transparent, on-going and appropriate evaluation of all student learning activities. | | | | | | |
| Teaching and learning, classroom organisation and pedagogical practices in the school occur in harmony with principles of effective adult teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Teaching and learning is at appropriate level and academic depth for the programme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Teaching and learning are fitting to the discipline of theology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Teaching and learning aim at integration between academic instruction, ministerial training, spiritual formation, character education and theological reflection | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

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|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--|
| Appropriate Student Progress Files. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Written assessment policy in place. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Written right of appeal procedure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Assessment policy is clearly understood by students for all learning activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Assessment is differentiated and adequate for different learning activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Assessment is sensitive to the level of study. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Where operating, final assessment is adequate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |
| | | | | | | |
| 6. Clear and consistent graduation requirements and appropriate documentation provided to graduates. | | | | | | |
| Graduation requirements are clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Graduation requirements are binding. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Graduates are given a Transcript. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Graduates are given an academic award from the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Graduates are given a Diploma Supplement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Graduates are given an EEAA Certificate (for schools that are already accredited) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |
| | | | | | | |
| 7. Healthy Christian community is fostered and modelled. | | | | | | |
| Social activities are organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Spiritual activities are organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Provision is made for access to physical activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Student organizations operate appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Written code of ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Disciplinary procedures outlined. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Accountability to local churches. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Report statement: | | | | | | |
| | | | | | | |
| 8. Curricula includes mentoring programmes, ministry experience and cultural awareness. | | | | | | |
| Organized and efficient mentoring programme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Organized and efficient ministry experience programme. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Written evaluations carried out for mentoring programmes and ECTS credits awarded. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Written evaluations carried out for ministry experience programmes and ECTS credits awarded. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| Students are exposed to their particular culture. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| Students are exposed to multicultural dimensions. | | | | | | |
| Report statement: | | | | | | |
| 9. Clear organizational structure, organization and governance. | | | | | | |
| Legal status is appropriate for national context. | | | | | | |
| Appropriate governance. | | | | | | |
| Appropriate management and organization. | | | | | | |
| Adequate record-keeping procedures. | | | | | | |
| Adequate administration and secretarial provisions | | | | | | |
| Internal quality assurance procedures are in place and operating | | | | | | |
| Faculty and learning activities are continually evaluated. | | | | | | |
| Report statement: | | | | | | |
| 10. Faculty members have suitable qualifications and carry realistic work loads. | | | | | | |
| Faculty possess adequate academic and professional qualifications for level of study. | | | | | | |
| Faculty are up-to-date in their field of specialization both in terms of contemporary teaching methods and theory | | | | | | |
| There are adequate plans for faculty instructional development, enrichment of qualifications and provision for on-going faculty research | | | | | | |
| Faculty use suitable teaching methodologies | | | | | | |
| Faculty members actively participate in the life and worship of the theological school and show personal involvement in the physical and spiritual welfare of the students | | | | | | |
| Faculty possess fitting spiritual and character qualities. | | | | | | |
| Faculty is sufficient in number and carries realistic work load. | | | | | | |
| Full-time faculty carry the majority of the teaching load. | | | | | | |
| Faculty is adapted to the cultural and linguistic context of the school. | | | | | | |
| Plans are implemented for faculty development and research | | | | | | |
| Report statement: | | | | | | |
| 11. Suitable student access standards are implemented. | | | | | | |
| Access is appropriately regulated by the standards for each level of study. | | | | | | |
| Policy is established and implemented for special access cases. | | | | | | |
| Procedures are in place to evaluate commitment | | | | | | |

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|---|--|--|--|--|--|--|
| to Christian truth, values and ethics. | | | | | | |
| Report statement: | | | | | | |
| 12. Facilities are adequate for educational objectives. | | | | | | |
| Campus is suitable. | | | | | | |
| Housing and student services are adequate. | | | | | | |
| Library is adequate for level of study. | | | | | | |
| Library keeping procedures are adequate. | | | | | | |
| Development plan for the library | | | | | | |
| Sufficient and qualified staff for library maintenance and development | | | | | | |
| IT provision for students. | | | | | | |
| Report statement: | | | | | | |
| 13. Financial policies, procedures, records and conditions are sound and there is general stability. | | | | | | |
| Sound financial status | | | | | | |
| Adequate development fund and planning | | | | | | |
| Appropriate and clearly communicated student fees. | | | | | | |
| Adequate compensation for staff and faculty | | | | | | |
| Stability in leadership | | | | | | |
| Stability in staff and faculty | | | | | | |
| Stability in enrolment | | | | | | |
| Report statement: | | | | | | |
| 14 Healthy public relations and truthful publicity. | | | | | | |
| Appropriate Information Package and Course Catalogue | | | | | | |
| Truthful publicity and appropriate usage of academic nomenclatures | | | | | | |
| Good relationships with national and local community | | | | | | |
| Good relationships with wider Christian community | | | | | | |
| Contact with potential student employers | | | | | | |
| Publicity tools for potential students | | | | | | |
| Alumni programme | | | | | | |
| Report statement: | | | | | | |

Conclusions and recommendations to the EEAA Council

Overall assessment of the school and recommendations to the EEAA Council

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Signatures of VET team

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Name and signature for acceptance of the report from school leadership

In line with best practice in accreditation the EEAA will publish a Summary Assessment (numerical synopsis of this report) on its website). The school leadership is asked to sign to acknowledge this

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Current Date

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5.5 Summary Assessment Form

Schools are reviewed by an external Visiting Evaluation Team and by the EEAA Accrediting Council according to the standards outlined in the Fifth Edition 2012 of the EEAA Manual. The following grading scale is used:

| | | | |
|--|--|--|---|
| 4 Full compliance. The school evidences a high degree of quality and operates at the level of the EEAA standard. | 3 Partial compliance. The school satisfies the standard but there is room for improvement. Recommendations follow. | 2 Work needed. The school must work on the requirements to improve significantly in the given standard. Requirements are given. | 1 Much work needed. The standard is not in operation and the school will need to follow the given requirements. |
| Indicate that the requirements for accreditation are met - no additional action prior to accreditation. | | Indicate that the requirements for accreditation are NOT met - additional action is required - it can be prior to accreditation or by a defined post-accreditation date. | |

This report provides a summary evaluation of each of the Standards and examples of evidence described in section 3.2 of the EEAA Manual. Full reports are confidential, but may be requested with the school's permission.

General information

Name of theological school

Names of Visiting Evaluation Team Members

Visitation Category

| | |
|--------------------------|---------------|
| <input type="checkbox"/> | Orientation |
| <input type="checkbox"/> | Courtesy |
| <input type="checkbox"/> | Candidacy |
| <input type="checkbox"/> | Accreditation |
| <input type="checkbox"/> | Review |

Programme of study that is object of the visit and level of accreditation

Summary Assessment

| STANDARD | AVERAGE GRADE |
|---|---------------|
| 1. Integration and implementation of core values and statement of faith into all activities 2. Strategic plan that is approved by the governing body and relates to the institution's operation. 3. Programme that reflects learning outcomes in curriculum and learning activities. 4. Understanding and usage of ECTS and appropriate credit and duration scheme for level of study. 5. Teaching and learning are provided to a high level of quality and there is consistent, transparent, on-going and appropriate evaluation of all student learning activities 6. Clear and consistent graduation requirements and appropriate documentation provided to graduates. 7. Healthy Christian community is fostered and modelled. 8. Curricula includes mentoring programmes, ministry experience and cultural awareness. 9. Clear organizational structure, organization and governance. 10. Faculty members have suitable qualifications and carry realistic work loads. 11. Suitable student access standards are implemented. 12. Facilities are adequate for educational objectives. 13. Financial policies, procedures, records and conditions are sound and there is general stability. 14. Healthy public relations and truthful publicity. | |
| | |

Conclusions and recommendations

Overall assessment of the school and recommendations BY the EEAA Council

Date

The European Evangelical Accrediting Association is a non-profit higher education network.
 Via dei Lucumoni 33 01015 Sutri (VT) - Italy - Telephone +039-761-419001 Fax +039-761-608836 Email office@eeaa.eu Website: www.eeaa.eu

5.6 Visitation evaluation form

This is a feedback form to be completed by schools that have been visited by an EEAA Evaluation Team. This data will help the EEAA as it works on its internal quality procedures.

Thank you.

Overall data

Please complete the following

Name of theological school

Names of Visiting Evaluation
Team Members

| |
|--|
| |
| |
| |
| |

Length of visit

Visitation Category

| | |
|--------------------------|---------------|
| <input type="checkbox"/> | Orientation |
| <input type="checkbox"/> | Courtesy |
| <input type="checkbox"/> | Candidacy |
| <input type="checkbox"/> | Accreditation |
| <input type="checkbox"/> | Review |

Specify the programme of study that is
object of the visit and level of
accreditation

Evaluation

1. Based on your recent experience, how satisfied are you overall with the EEAA
Visitation to your school?

- ☐ very satisfied
☐ satisfied
☐ neither satisfied nor dissatisfied
☐ dissatisfied
☐ very dissatisfied

**2. Please specify your satisfaction level with the EEAA Visitation Evaluation Team.
Use the following numerical ranking:**

5 Very satisfied 4 Satisfied 3 Neither satisfied nor dissatisfied 2
Dissatisfied 1 Very dissatisfied

| | 5 | 4 | 3 | 2 | 1 | Comments |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
| Ability to respond to your enquiries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Fairness in evaluating your school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Overall attitude | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Adequate knowledge of issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Understanding of your needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Ability to resolve a problem | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Organization of the visit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Knowledge and reference to the EEAA Manual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

3. What specific things the EEAA do to increase your satisfaction with our services?

Signatures

Name and role of person
completing this form

Name and signature for
acceptance of the report from
Visitation Team (to be completed
and signed before leaving)

Current Date

This form must be downloaded in the digital version <http://eeaa.eu/downloads-and-tools/forms/> and submitted as an email attachment to office@eeaa.eu and accreditation@eeaa.eu. You will be notified when it has been received. In case you do not receive confirmation of reception, please contact the Coordinator.

5.7 Abbreviated Self Evaluation Report for Dual Accreditation:

To be used by schools which have already academic accreditation through a governmental accrediting agency or through another university and are seeking certification of quality evangelical theological education (see **3.3.1**). Substantially schools will be asked to submit the documentation that has been produced to obtain governmental accreditation or university validation, and respond to key areas that are distinctive in EEAA standards and typical of the ethos of evangelical theological education.

Name of theological school or organisation:

Full Address

Website:

Telephone:

Email:

Head of institution:

Has your school been accredited by EEAA earlier?

| | |
|--------------------------|---|
| <input type="checkbox"/> | No |
| <input type="checkbox"/> | Yes |
| | If yes, state name of programme and year of accreditation |

Indicate programmes and accreditations submitted in this SER (digit X)

| Name and level of programme | University or governmental accreditation | Level for which EEAA accreditation is sought (see nomenclature EEAA Manual 1.4 and 3.2.15) |
|-----------------------------|--|---|
| | | |
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| | | |
| | | |

What is the delivery method used for the programme of study being submitted? (digit X)

| | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | Full-time residential |
| <input type="checkbox"/> | Distance Learning <i>(describe):</i> |
| <input type="checkbox"/> | Mixed <i>(describe):</i> |

Motivation for seeking
EEAA accreditation

| |
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1. Institutional accreditation

EEAA accreditation will recognise previous state or university institutional accreditations if the documentation satisfies EEAA standards. Together with this form, please submit the Self Evaluation Report submitted to the accrediting agency or university and the Accreditation Report by the accrediting agency or university. You are free to make additional comments and attach additional documents if you think this would enhance EEAA accreditation.

2. Programme accreditation

EEAA accreditation will recognise previous state or university programme accreditations if the documentation satisfies EEAA standards. Together with this form, please submit the Self Evaluation Report submitted to the accrediting agency or university and the Accreditation Report by the accrediting agency or university. You are free to make additional comments and attach additional documents if you think this would enhance EEAA accreditation.

Nota bene: If the two aforementioned items (institutional and programme accreditation) are integrated into one document in your case, just submit this one document to cover both areas. The EEAA may request translation into English of key areas, indexes or summaries of documentation.

3. Compliance with EEAA core values

Standard 1 (see section **3.2.1** of the EEAA Manual):
The theological college integrates and implements its core values and statement of faith into all the activities of the school.

Provide examples of evidence which demonstrate how the EEAA core values are integrated into the various dimension of the programme. Follow the chart in the EEAA Manual **2.3**. Give a descriptive report and add documentation as appropriate.

| Core value | Example of evidence (how are core values integrated - refer to the SER submitted to the governmental agency or the university if the item is covered there) |
|-------------------------------|---|
| 1. Faithful to doctrine | |
| 2. Trusted by the church | |
| 3. Excellent in academics | |
| 4. Operating as community | |
| 5. Integrated in approach | |
| 6. Aimed at service | |
| 7. Focused on outcomes | |
| 8. Evaluated with integrity | |
| 9. Governed with competence | |
| 10. Managed effectively | |
| 11. Effective with in context | |

4. Appropriate ministerial training and spiritual formation

Standard 10 (see section 3.2.7 of the EEAA Manual):

The theological school fosters and models the life of a healthy Christian community.

Standard 11 (see section 3.2.8 of the EEAA Manual):

The theological school includes mentoring programmes, ministry experience and cultural awareness activities in its curricula.

Provide examples of evidence which demonstrate the quality of appropriate ministerial training, social life and spiritual formation based on the information in sections 3.2.7 and 3.2.8. Give a descriptive report and add documentation as appropriate. Questions such as the following should be addressed (refer to the SER submitted to the governmental agency or the university if the item is covered there):

- How is community life on campus structured?
- What are the provisions in place for social, spiritual and perhaps also physical extracurricular activities?
- How are student organisations structured?
- How are the students' relations to churches structured (such as attending worship services and other church activities)?
- What kinds of organised, supervised and evaluated ministry experience are in place?
- Is there an organised mentoring programme?
- Are any of the aforementioned activities incorporated into the credit counting of the accredited programme?
- Did you which the incorporate any of the aforementioned into the credit counting submitted to the EEAA for accreditation? If yes, explain and provide documentation (syllabi, policies, guidelines)
- Please describe the elements of your institution and of the programme being accredited that make them distinctively Christian and evangelical

5. Integration of evangelical core values with general academic standards

Additional Standard for colleges with governmental and/or university accreditation

The theological school has integrated externally accredited academic standards with evangelical core values, spiritual formation and ministerial training in a way which is congruent with the character of the programme.

Provide examples of evidence which demonstrate the quality of the integration of academic standards with evangelical core values, spiritual formation and ministerial training in a way which is congruent with the character of the programme. Give a descriptive report and add documentation as appropriate. Questions such as the following should be addressed (refer to the SER submitted to the governmental agency or the university if the item is covered there):

- How does the college handle the possible tension between a confessional (evangelical) theology and critical academic thinking and research?
- How does the college handle the possible tension between spiritual growth and rational academic performance of students?
- How does the college handle the possible tension between engaged ministerial training and distanced academic studies?

Name of Principal or President

Questionnaire completed by

Signature and stamp or seal

Current Date

This form must be downloaded in the digital version <http://eeaa.eu/downloads-and-tools/forms/> and submitted as an email attachment to office@eeaa.eu and accreditation@eeaa.eu. You will be notified when it has been received. In case you do not receive confirmation of reception, please contact the Coordinator.



Part 6

Visitation Guidelines

EEAA Manual - Fifth Edition, 2011

6.1 Introduction to EEAA Visitations

On-site visitations are a vital element of the accrediting mission of the EEAA. This *Visitation Guidelines* booklet serves as a reference for both institutions that will be receiving the visits and for the members of the Visitation Evaluation Teams (VET). It also contains the criteria for selection and appointment of the VETs, the method of training and a general deontology that is to accompany their work.

The standards and procedures for accreditation to which these guidelines refer are contained in the EEAA Manual.

6.1.1

Purpose

The general purpose of on-site visitations is to engage representatives of the EEAA with members of schools that are involved in being accredited by the EEAA. Although much preparatory work can and must be done by correspondence, genuine evaluation can only be done through on-site reviews.

The visitations also favour personal contact between school staff and faculty, students and EEAA representatives, fostering a climate of trust and mutual understanding in the common mission of providing quality theological education.

6.1.2

Procedures

Although some variation is possible depending on the visitation category, generally speaking an on-site visitation should follow a standard procedure:

1. **Preparation.** The school submits preparatory work (questionnaires, reports, etc) and requests an on-site visit. In some cases the Coordinator will contact the school and indicate the need for a visit.
2. **Planning.** The Coordinator or designated VET leader contacts the school to arrange a suitable date. Once the preliminary arrangements have been concluded, the VET leader will make detailed arrangements for the visit in cooperation with the school. He will decide a date mutually acceptable at least two months in advance of the visit and at a time when the theological school is in full session. Further arrangements will include accommodation, provision for arrival and for local travel, schedule to be followed during the visit, persons to be interviewed, materials to be examined, and similar details. Each VET member should inform the theological school in due time of his or her arrival details.
3. **Visitation.** A staff member should be designated as a contact person with the EEAA Coordinator or VET leader to set up interviews, arrange schedule changes, provide additional documentation etc.

When the visitation takes place the theological school should set aside an office or room on campus for the duration of the visit and designate it as the VET's office. This room will also house materials not sent in advance: copies of minutes of the faculty, committees, faculty publications, financial audits (three years), faculty research and planning documents, the theological school catalogue, course syllabi, a sampling of student theses in different subjects, examinations, term papers, etc. These materials should be prepared and displayed in advance.

If needed by the VET and available, a computer and printer will expedite preparation of the VET report. The theological school will supply adequate local transport, housing and meals for the VET.

The school will also pay the visitation fee as indicated www.eeaa.eu/fees.

4. **Report.** A report is drafted and submitted both to the school and to the Council. This report should follow the outline of the Standards for Accreditation in section 3.2 of the EEAA Manual.

At the end of the visit, time should be given for mutual clarification of unanswered questions and for information relating to the next steps in the process of accreditation, as well as the various responsibilities of the theological school and the Accrediting Council during the process. Normally there should be a final conference at which the team Chairperson informs the theological school of the major findings and impressions that will be communicated to the EEAA Accrediting Council. The VET should communicate a preliminary draft of the written report to the institution.

At the beginning of the visit, the VET should inform the theological school about the EEAA, its functions and goals and give sufficient time for questions and explanations. Although each team has the freedom to determine its own schedule and programme, any of the following may be requested by the VET:

- ✓ An **initial meeting** of the VET members among themselves.
- ✓ An **opening conference** with the chief executive and administrative officers.
- ✓ An **orientation session** with **faculty**, **administration** and staff.
- ✓ A brief **tour** of the institution's **facilities**.
- ✓ Separate **individual conferences** with chief administrative officers, faculty representatives, staff representatives, librarian, field education director etc.

- ✓ A **conference** with a representative group of **students**.
- ✓ Visit to the **library**.
- ✓ Inspection of **documentary materials** (of particular importance where Distance Learning is being evaluated).
- ✓ Participation in a sampling of **classroom** instruction in different subjects.
- ✓ A meeting with **board** members.

During the visit the VET leader should make known any additional requests for information, documentation, and interviews which may have become needful in the light of the data already accumulated.

6.2 Visitation categories

There are five categories of visits that a theological school may receive: an Orientation Visit, a Courtesy Visit, a Candidacy Visit, an Accreditation Visit, and a Review Visit (see section 3.1 of the EEAA Manual). Each of these visits is distinctive in its purpose and needs to be understood and prepared carefully.

6.2.1

Orientation and Courtesy visits

The purpose of both Orientation and Courtesy visits is to give schools advice on membership, accreditation or quality assurance issues. Neither visit commits the school to having its programme accredited. The only difference between the two visits relates to who is taking the initiative in requesting the visit: Orientation visits are requested by schools while Courtesy visits are suggested by the EEAA Council. Regular visitation fees apply to Orientation visits, while Courtesy visits do not involve any fee.

6.2.2

Candidacy Visit

Once a member school has submitted a *Preliminary Questionnaire* (see section 3.1.2 in the EEAA Manual) a Candidacy Visit is agreed upon.

The purpose of an Candidacy Visit is to establish whether a theological school that is already a Member of the EEAA can be granted *Candidate* status or not (this is necessary to be considered for Accreditation). After the Candidacy Visit, the VET reports to the Council and a decision is reached at the following Council meeting.

A successful Candidacy Visit will:

- Enable the *Council* to receive first-hand information about the theological school to determine whether the theological school is a bona fide case for future accreditation.
- Offer the theological school an opportunity to be better informed about the responsibilities and benefits of membership in the EEAA and the nature, purpose and procedure of the accreditation process.
- *Define with* the theological school its initially-perceived major strengths and weaknesses as they pertain to the future self-evaluation process.

The on site visit normally lasts up to two days.

The VET must prepare written report of the Candidacy Visit. This report should generally follow the outline of the Standards for Accreditation (section 3.2 of the EEAA Manual) and clearly state any deficiencies, areas of concern where accrediting standards may not be

met by the theological school and areas of strength and planned future improvements. The VET will make recommendations in relation to the school's own objectives and EEAA standards.

Preferably before the end of the visit, but at the latest one month after the visit, the VET shall leave or send a draft copy of the report to the school for correction of any factual errors or misperceptions. Any appropriate feedback will be incorporated by the VET leader into the confidential written VET report and sent to the school. Within four weeks of reception, the theological school shall send its official response to the VET leader. The VET leader should then forward the report and official letter to the EEAA Coordinator for distribution to the Accrediting Council members.

The VET must make a recommendation to the Accrediting Council at its following meeting. The Council acts on the status of the visited theological school at that meeting, after having given due consideration to the report. The theological school should normally be informed in writing of the Council's decision *shortly after the Council meeting in which the decision was taken*. If necessary, the Council will inform the theological school of further areas needing improvement and further consideration, notations and recommendations, before pursuing the accreditation process.

6.2.3

The Accreditation Visit

Once a candidate school has submitted its *Self Evaluation Report* (see section 3.4 of the EEAA Manual) and presented all the Supporting Documentation, the Council examines the report and if it is satisfactory, an Accreditation Visit is agreed upon.

The Accreditation Visit is the major EEAA visit. A positive outcome of the Accreditation Visit leads the Accrediting Council to accredit the programme that is being evaluated. The VET normally consists of three members and the visit will normally last 2-3 days. The visit will be based on the information contained in the Self-Evaluation Report. The team shall meet with representatives from the governing body of the school, principal, faculty, administration, staff and students. They must also participate in different kinds of instruction, look into student papers and examinations in different subjects.

In the final discussion with the faculty and administration, major deficiencies and areas of concern should be pointed out. Since the Accrediting Council has already discussed the theological school's overall situation after having received the Preliminary Questionnaire and the Self-Evaluation Report, the team members should refer the results of this discussion together with possible recommendations for the theological school. The VET must prepare a written report of the Accreditation Visit that is related to the Self-Evaluation Report and that clearly states both strengths and weaknesses. The report could also contain notations (areas that must be solved before accreditation can be granted) and recommendations (areas not prerequisite to accreditation but which will bring significant improvement) in given areas.

The purpose of the Accreditation Visit Report is to provide an analysis and evaluation of the theological school measured in the light of the EEAA standards for accreditation. The written report will be given to the theological school at the end of the visit or within a month. The theological school has the right to review and respond to the report before it is discussed in the Accrediting Council meeting. The modified report should include any corrections of factual information or possible serious misinterpretation of the institution.

The recommendation in relation to the accreditation of the theological school will be communicated only to the Accrediting Council, with which lies the full and final decision for granting accreditation. Appeals to these decisions may be made according to policy www.eeaa.eu/appeals.

6.2.4

The Review Visit

The review visit will normally take place five years after accreditation. In preparation of the visit the theological school will prepare an updated self-evaluation, leading to a report that will state major changes, improvements as well as weaknesses in all main areas (administration, teaching staff, facilities, educational programme, library, students, spiritual formation etc.).

The Review VET will consist of at least two persons. The procedures are generally the same as for earlier visits. The main emphasis will be on changes and improvements in any weaker areas outlined in the previous report. The Accrediting Council is authorised to call for a visit earlier than the normal five years if there appears to be need for it.

The initiative for an earlier visit may also come from the school. The principal of an accredited theological school has the responsibility to inform the Council if major institutional changes have taken place (normally in the Annual Progress Report). Changes in programmes, location or status of theological school might necessitate an earlier visit. If an accredited theological school wishes to seek accreditation for other programmes than those currently accredited, or if the theological school wants to upgrade its level of accreditation, the theological school must make a request to the Accrediting Council. In both cases, a new visit will be necessary.

Review visits should also be used to update schools regarding changes in EEAA standards and procedures.

6.2.5

Visits of Distance Learning Programmes

In addition to the above, when visiting schools whose programmes make complete, extensive or partial use of Distance Learning in its delivery, the VET must also evaluate the programme with the standards outlined in section 4.1 of the EEAA Manual and collect the following information.

- ✓ A sampling of all **teaching materials** to be evaluated in terms of completeness, clarity and suitability for use in DL.
- ✓ **Selected Interviews** with
 - The team should meet with at least one of the tutors to assess the way he/she interprets his/her role.
 - **Those responsible for the DL programme** (including at least one of the tutors) should be asked what kinds of interaction are offered to students, what is done to help students who fail to send in assignments and what problems have been encountered since the programme has been operational.
 - Several **students currently enrolled in the DL programme** should be asked whether they are reaching the objectives for which they enrolled in the DL programme, whether they find the study pertinent to the real needs of ministry, whether the teaching materials are proving to be adequate and user-friendly and whether the opportunities for interaction provided by the theological school are satisfactory.
 - One or more of **those involved in monitoring the practical ministry** of these students should be asked whether they have noticed any significant changes in the student from when he or she has begun study and whether there are aspects of his or her performance or character which they have found disappointing. Aspects to consider are: the rapidity with which the office dispatches materials and handles the correction of assignments and

- the kinds of interaction engaged in by students, including a system of reminders for those who are late sending in work.
- One or more **graduates** should be asked whether they have developed a discipline of lifelong learning as a result of their study and in what other ways the DL programme has benefited their lives and ministries. They should also be given the opportunity to mention anything they would like to see changed in the programme
- ✓ A sample of a clear contract (ideally found in the Student Handbook) stating what provisions the theological school makes for DL students, including learning materials and resources for interaction (electronic and other), a description of the criteria used in the evaluation of students' work (including ministry experience), as well as whatever practical advice is necessary.
- ✓ Evidence that all required books are available for purchase from the School.
- ✓ If the Theological school provides model assignments for those beginning the programme, these should be examined to ensure that the standard set corresponds to the quality and content that students can be reasonably expected to produce as well as to EEAA requirements for the level at which the Theological school is seeking accreditation for its programme. Some student assignments should be compared with the model assignments to ensure that the expected quality is being maintained.
- ✓ The team should ask for evidence that examinations are conducted under normal examination conditions.

The DL archives should be inspected for two reasons: to ensure that complete student records are being kept and in order to assess the performance of the DL programme. When calculating the average time it takes for students to complete the programme and the percentage of students that finish the programme, the mission statement provided by the theological school relative to the particular programme being evaluated, should be kept in mind.

6.3. Visitation Evaluation Teams

The EEAA Accrediting Council is responsible for designating *Visiting Evaluation Teams* (VET) (each with a team leader) for visitation to member schools. The following are the criteria for selection and appointment of the VETs, the method of training and a general deontology that is to accompany their work.

6.3.1

Criteria for selection and appointment

Members of Visitation Evaluation Teams will be selected on the basis of the following criteria:

1. Subscription to EEAA Core Values. VET members must subscribe in word and in practice to the EEAA Core Values outlined in section 2.3 of the EEAA Manual.
2. Established experience. VET members must be men and women of established experience, maturity and good reputation within the European Evangelical community.
3. Composition. VET members will be selected from a wide spectrum of competences. Whereas the majority will be theological educators, at least 30% will be drawn from leaders of evangelical denominations, missions, service groups or associations and EEAA member school alumni.

4. Conflict of interest. VET members must not be free from personal interests or potential benefits from the schools they are involved in evaluating. They must not be on staff, have collaborative involvement or in any sort of economic arrangement with schools being visited.
5. Availability. While all expenses are paid for, EEAA on-site visitations are not normally compensated. VET members must be willing to give time availability on a voluntary basis for at least on on-site visitation per year.

Potential VET members will be identified and evaluated by the above criteria by the EEAA Council. Once the availability of the VET candidate has been determined, appointment will take place by Council resolution.

The designation of specific teams will also take into consideration the linguistic and denominational situation of the school as well as compatibility and complementarities of the team members.

6.3.2

Training

The following represent the tools for training of EEAA visitation teams.

1. **The EEAA Manual.** Members of the VET must be thoroughly acquainted with EEAA standards and accreditation procedures as outlined in the EEAA Manual.
2. **Visitation Guidelines.** Members of the VET must be thoroughly acquainted with the dispositions of the present guidelines for visitations.
3. **Trainee visit.** Each new VET member will conduct his/her first visit with a Council member or another experienced VET member. The visit itself will be preceded by a debriefing session within the VET and followed by an evaluation of the new VET member.
4. **Coordinator debriefing.** Before each visit, all members of the VET will receive a file from the EEAA Coordinator related to the school being visited. They must thoroughly familiarise themselves with these materials before performing the visit and request any further information deemed necessary.

6.3.3

Deontology

The team members must be prompt, efficient, precise, accurate and conscientious in the use of information or insights received. The VET should express respect for the integrity of the theological school visited and conduct its task in the spirit of humility that is conducive to mutual cooperation and confidence.

The goal of accreditation is to help institutions of biblical and theological training to achieve more effectively their objectives of preparing students for Christian service and to improve the quality of education at the respective levels of training offered in such institutions. Not all member schools have the same objectives. Each theological school has its own background and history, its own context and its own emphasis. Although these differences represent welcome richness, they may also cause misunderstanding. Therefore, it is necessary to create a climate of mutual confidence and understanding. The purpose of the Council and of the accreditation process is to assist institutions in the clarification of *their* goals and objectives, the critical evaluation of *their* present practice and in attaining *their* purposes as stated in *their* mission statements and learning outcomes.

VET members must collaborate with the EEAA office, promptly reply to correspondence and submit reports according to the required time frames.

Although each VET has a team leader, all VET members must work together in a spirit of service, listening and mutual appreciation for the competence of all team members.

6.4 Guidelines for Student Participation in Visitations

Introduction: One of the elements of good practice in external quality assurance according to the Standards and Guidelines for Quality Assurance the European Higher Education Area (ESG) is the participation of students (ESG 2.4). Based on this standard the EEAA council has decided (Fall 2008) to include students as members of the Visiting Evaluation Teams (VET). The following guidelines set the standards and procedures for student participation in VETs.

6.4.1

Qualification and appointment

As a general rule one student should be on each accreditation or review VET (not for courtesy and candidacy visits). They are nominated by VET Team leaders and then formally appointed by the Council as a pool to draw on. The appointment of students on VETs basically follows the “Criteria for selection and appointment” for all VET members as outlined in the EEAA Visitation Guidelines 3.1. Some regulations may not apply or need appropriate adaption to students’ situations. The following items deserve special attention:

- Student VET members must be mature and trustworthy persons. The Deontology section (6.3.3.) of the Visitation Guidelines show what kind of maturity we expect.
- Student VET members must be fluent in English and preferably in the language of the school to be visited (the student on the team will need to interact with the students of the school).
- Student VET members must have the time to deliver the quality of work expected from them (time for an extensive orientation, reading the material in advance, participating fully in the visit). One week must be calculated for preparation and visit. The school of the student may offer 1.5 ECTS credits or placement/internship recognition for this
- A student should be ready to serve in two to three visits over two to three years.

6.4.2

Orientation and preparation

A full training session (as for regular VET members - see Visitation Guidelines 3.3.) will not be possible. Nonetheless, students on VETs need serious preparation which can be done by electronic communication (Email, telephone, Skype). Orientation is provided by the Coordinator, the Accreditation Director, or the VET team leader. It includes the following:

- Defining and communicating the official person of contact for the student for this orientation (EEAA Coordinator, Accreditation Director, VET team leader).
- Introducing EEAA by referring to the information on the internet (www.eeaa.eu).
- Introduction to the task well in advance, including explicit instruction on some of the critical issues, such as confidentiality and conflict of interest.
- Making available the EEAA Manual and the EEAA Visitation well in advance.
- Providing an opportunity to interact on these documents in advance with the official person of contact (by Email or Skype).
- Making available the SER in advance combined with a clear instruction on what the student has to do in advance.
- Briefing on the normal programme and process of a visit with special reference to the role of the student in this process.
- Clear information on travel organisation and finances (normally the student will organize his/her trip to the school and pay travel expenses in advance to be reimbursed by the EEAA. If a student needs help the EEAA may buy the tickets). The student receives the 100€ for personal expenses from the school like the other VET members.

6.4.3

Position in the VET during the visit and specific tasks

The student on the team is a full VET member and participates fully in all evaluation decisions. For transparency reasons the role of the student VET should be clearly communicated to all groups at the school involved in the visit. As student on the team he/she looks at the school from a specific perspective. This should be taken into consideration by the VET. This includes the following special tasks for the student VET:

- The student VET has access to the students of the school at a student-to-student level. It should be taken advantage of this fact by planning meetings of the student VET with the students of the school without the presence of other VET members. Maybe the student VET can even participate in some student events in a rather informal way.
- The student VET looks at all publication and information materials much more from a student's perspective than the other VET members. He/she should have the time to look carefully at these documents (information package, student handbook etc.) and report to the VET.
- The student VET experiences classes much more from a student's perspective than the other VET members. He/she should have the time to participate in classes and report his/her observations to the VET.
- The student VET is much more sensitive to the culture of the school from a student's perspective. This refers especially to issues such as the

treatment of students as adults, spirit of freedom and responsibility, perception of leadership and faculty in the student body, or general satisfaction with learning environment and accommodation. The student VET should be encouraged to be aware of these dimensions and report to the VET.

- The student VET will be especially sensitive to those areas which often cause pressure and tensions for students, such as overload of work, many informal expectations by the school beyond the defined programme, late communication of changes, “changing rules during the game”, or delay in feedback and responses.

Beyond these the student VET will bring a specific student perspective to the evaluation which contributes to a more complete overall picture.

6.4.4

Debriefing and reporting

As for the other VET members the visit ends with the signature on the report and no additional work should be expected after the visit. However the team leader should approach the student on the VET and give the opportunity for a short debriefing. This can be right after the visit or later by electronic communication. The student VET should be given the possibility to write a short report to the team leader on a voluntary basis. In cases where the student has to write a reflective paper for his/her school in order to qualify for credits, the team leader may be involved in the evaluation of this paper.

In the report of the team leader to the Accreditation Director there is space for comments on the experience with the student VET. Any concerns which call for reflection and action will be brought to the Accreditation Commission by the Accreditation Director.

This manual has been revised by the EEAA Council and Coordinator, in consultation with the General Assembly, October 2011