

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-master Evangelical Theology van Tyndale Theological Seminary

Gegevens

datum	Naam instelling	: Tyndale Theological Seminary
31 augustus 2016	Naam opleiding	: hbo-master Evangelical Theology (120 EC), postinitieel
onderwerp	Datum aanvraag	: 21 maart 2016
Besluit	Graad opleiding	: Master of Evangelical Theology
accreditatie pi hbo-master	Variant opleiding	: voltijd
Evangelical Theology	Afstudeerrichtingen	: Leader/Pastor-of-Pastors, Theological Educator
van Tyndale Theological	Locatie opleiding	: Badhoevedorp
Seminary (004623)	Datum goedkeuren panel	: 19 oktober 2015
uw kenmerk	Datum locatiebezoek	: 4 november 2015
-	Datum visitatierapport	: 3 maart 2016
ons kenmerk		
NVAO/20161889/AH		

bijlagen

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Beoordelingskader

Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791).

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Advies van het visitatiepanel

Samenvatting bevindingen en overwegingen van het panel.

The Master Evangelical Theology (MET) program is offered by Tyndale Theological Seminary (TTS) located in Badhoevedorp. The MET program trains students to become a Christian worker, with the specialisation of a Leader/Pastor-of-pastors or a Theological Educator. Students receive education and training in biblical studies, systematic and historical studies, intercultural and practical ministry, research and holistic formation.

Intended learning outcomes

The faculty of Tyndale, being highly active in the domain and with a good understanding of the developments and needs of the international field, have drawn up two sets of intended learning outcomes: one for the Leader/Pastor-of-pastors track and the other for the Theological Educator track.

Pagina 2 van 7 Both specialisations hold a set of ten intended learning outcomes of which seven overlap completely or partially and three are unique for that particular track. The panel established that the acquired level, as indicated by the Dublin Descriptors, is the master level. The intended learning outcomes are validated by the Program Advisory Committee (PAC). The panel evaluates the competencies as clear and adequate. They tie in with the requirements of the professional domain of a Christian worker.

The intended learning outcomes also pay attention to internationalisation and research in a way that fits the domain.

The panel considers Standard 1 to be 'satisfactory' for the MET program.

Curriculum

The MET curriculum reflects the developments in the field through the deployment of (adjunct) faculty with positions in the professional field, by inviting guest speakers and visiting lecturers, and by consulting the Program Advisory Committee. The professional component in the program is shown by the required participation in a local church situation and the internship. To enlarge the learning effect of the internship, the panel recommends introducing the norm that all students do their internship outside Tyndale Theological Seminary and in the actual domain for which they are trained.

Tyndale has elaborated the intended learning outcomes into learning outcomes per course, ensuring that students really master all intended learning outcomes along the way. To strengthen differentiation between the two tracks, the panel recommends to add leadership and psychology courses to the Leader/Pastor-of-pastors track and pedagogical and didactical courses to the curriculum of the Theological Educator track.

The courses in the MET program follow a progression of increasing complexity. This results in a well-structured program when it comes to vertical coherence. Horizontal coherence is created by a focus per semester (introduction, application, synthesis and integration). Besides that the program is also structured based on five learning lines: (i) biblical studies, (ii) systematic and historical studies, (iii) intercultural and practical ministry, (iv) research and (v) holistic formation.

The teaching concept, which is based on five core principles, and the teaching formats contribute to the achievement of the intended learning outcomes. Students who want to enrol in the MET program must hold a first cycle degree in theology, must have the required level of English and must have passed the MET Entrance Exam and the MET Validation Exam.

Internationalisation and research

The international character of the MET program is shown by the student population, the composition of the staff and the origin of the faculty members, the visiting lecturers, the discussions in the classroom, the literature, the essays and the theses.

Pagina 3 van 7 The program teaches students how to search for literature, read articles and interpret and explain bible texts, write papers, essays and reviews, learn about research methods and write their thesis. The way the program deals with research matches the way in which this domain uses and applies research.

The panel considers Standards 2, 3, 4 and 5 to be 'satisfactory'.

Staff

With a teacher student-ratio of around 1:4 lecturers can pay a lot of attention to their students, which both appreciate. This stimulates the interaction in the classroom and students are very positive about their lecturers.

Both regular as well as adjunct faculty are highly qualified, holding at least a Master's degree, but with most of them having a PhD. Most faculty members hold a position in the professional field, as a pastor, researcher, missionary or volunteer. Besides this, faculty members are very productive when it comes to publishing articles and writing books. All regular faculty make use of the yearly budget they receive to visit conferences, workshop and other activities that contribute to professional development. Most lecturers are also a member of one or more professional associations.

The panel considers Standard 6 to be 'good'.

Services and facilities

Tyndale has recently extended its library collection and students also have access to the library of the Vrije Universiteit Amsterdam, which has a theology program too. The dormitory provides housing for 42 students and visiting faculty. The classrooms, library and study facilities meet the standards.

Mentoring is part of the holistic formation learning line. It facilitates and stimulates the development of students; it challenges them, holds them accountable for their own progress, and builds and shapes a Christian character. The mentoring of students is intensive and personal.

At the beginning of their study students get introduced to all aspects of academic life at TTS. Students can look into the TTS Catalog 2015-2016 and the course manuals to find information about every specific course.

The panel considers Standards 7 and 8 to be 'satisfactory'.

Quality assurance

TTS has an extensive quality assurance system in place, based on ISO9001. Various stakeholders are involved in the quality assurance cycle, such as management, board members, faculty, staff, students, alumni and the PAC. Several different 'feedback vehicles' are being used to improve quality.

Students fill out a questionnaire at the end of every term to give feedback on the courses, student review fora are being organised, there is a monthly faculty meeting, the management team meets every week and the feedback of the PAC is taken seriously. The panel established that there are minutes of every meeting. Action items are being listed and acted upon.

Pagina 4 van 7 Students indicate that the faculty and management really listen to them and they see the effects of filling out the course feedback forms.

The panel considers Standard 9 to be 'good' for the MET program.

Assessment

The learning objectives, as outlined in the course manuals, are being used to construct the tests. On the basis of the course manuals and the tests, the panel concludes that the program applies an adequate mix of testing and assessment instruments to evaluate students' knowledge, skills and professional formation. The panel reviewed several tests and labelled them up to the mark. The panel recommends TTS to not only perform a quality check after the exam is taken, but to also build in a quality check before the exam will be held.

The Examination Board monitors the quality of assessments periodically. As two of the members were also members of the Management Team and the position of the external member was not fully clear, Tyndale was advised to reconsider the composition of the Examination Board. After the audit, Tyndale informed the panel that they had changed the composition of the Examination Board.

The panel considers Standard 10 to be 'satisfactory'.

Learning outcomes achieved

The panel reviewed the theses of fifteen students. The panel is very pleased with the quality of these works. Some of them even show an academic level. On the other hand, not all of the theses contain a clear practical dimension. Nonetheless, the theses made clear that the graduated students are all well prepared to do their job in the world of work. This is also shown by the jobs recently graduated students have acquired and the PhD programs they attend.

The panel judgement on Standard 11 reads 'good'.

Overall conclusion:

The audit panel concludes that the MET program offers an educational program at hbo-master level. Although the difference between the two profiles is not effectuated by the curriculum, the panel concludes that the MET program prepares students sufficiently to execute relevant positions in the broad practical field of Christian life, as was confirmed by the alumni and by the representatives from the professional field.

The curriculum is up-to-date, international and coherent. Much attention is being paid to doing research in a theological setting. The practical dimension of the program can be more extensive. The faculty contribute to a professional, personal, international and interactive learning environment. The building and facilities are satisfactory, and the holistic formation learning line supports the students in their educational and professional career.

The quality assurance system is functional. The assessment system fits the intended learning outcomes. The Examination Board monitors the quality of assessments and theses. The panel notices that the composition of the Examination Board has to be reviewed. The students are able to achieve the intended learning outcomes of the program at a satisfactory level.

Pagina 5 van 7 The panel evaluates Standards 6, 9 and 11 as 'good' and Standards 1, 2, 3, 4, 5, 7, 8, 10 as 'satisfactory'. Subsequently, according to NVAO regulations the overall judgement on the Master Evangelical Theology of Tyndale Theological Seminary reads 'satisfactory'.

Therefore, the panel recommends the NVAO to award re-accreditation for another six years to the Master Evangelical Theology of Tyndale Theological Seminary.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

Besluit

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO de president van Tyndale Theological Seminary te Badhoevedorp in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 4 juli 2016 naar voren te brengen. Van deze gelegenheid heeft de instelling geen gebruik gemaakt.

De NVAO besluit accreditatie te verlenen aan de postinitiële hbo-master Evangelical Theology (120 EC; variant: voltijd; locatie: Badhoevedorp) van Tyndale Theological Seminary te Badhoevedorp. De opleiding kent de volgende afstudeerrichtingen: Leader/Pastor-of-Pastors en Theological Educator. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 31 augustus 2016 en is van kracht tot en met 30 augustus 2022.

Toevoeging aan de graad: of Arts ¹

Den Haag, 31 augustus 2016

De NVAO
Voor deze:



Paul Zevenbergen
Bestuurder

Dr. A.H. Flierman
(voorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

¹ De toevoeging 'of Arts' wordt aan de graad master toegevoegd indien ten minste 70% van de opleidingen binnen een cluster is geaccrediteerd na 1 januari 2012 (Stcr. 2013, 35337 en Stcr. 2015, 27438). De NVAO publiceert maandelijks een overzicht van deze clusters op haar website. De stand van zaken voor het cluster Theologie is per 1 augustus 2016: 43 %.

Onderwerp	Standaard	Beoordeling door het panel
Beoogde eindkwalificaties	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	Voldoende
Programma	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	Voldoende
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	Voldoende
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	Voldoende
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	Voldoende
Personeel	6. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.	Goed
Voorzieningen	7. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	Voldoende
	8. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	Voldoende
Kwaliteitszorg	9. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	Goed
Toetsing	10. De opleiding beschikt over een adequaat systeem van toetsing.	Voldoende
Gerealiseerde eindkwalificaties	11. De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	Goed
Eindoordeel		Voldoende

De standaarden krijgen het oordeel onvoldoende (O), voldoende (V), goed (G) of excellent (E).

Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

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- Drs. G.J. Stoltenborg (voorzitter), senior advisor at Hobéon. Frequently chairs program assessments of hbo-master and hbo-bachelor's programs;
- Prof.dr. W. Janse (lid), Dean of the Faculty of Theology and Vice-Rector of the Vrije Universiteit Amsterdam;
- Dr. R. Erwich (lid), professor of Spiritual Leadership at the Theology Department of the Christelijke Hogeschool Ede and professor of Practical Theology at the Evangelical Theological Faculty (Leuven, Belgium). Also pastoral supervisor and mediator in conflict situations within churches;
- M. van der Herberg (student-lid), student in the Master of Church Pastor at the Protestantse Theologische Universiteit.

Het panel werd ondersteund door I.A.M. van der Hoorn MSc, secretaris (gecertificeerd).