



ASSESSMENT REPORT

Extensive program assessment

hbo-master program
Evangelical Theology
Full time

Tyndale Theological Seminary

De kracht van
kennis.

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hbo-master program
Evangelical Theology
Full time

Tyndale Theological Seminary

Croho registration: 70152

Hobéon Certificering BV

Dated

3 March 2016

Audit panel

Drs. G.J. Stoltenborg

Prof. dr. W. Janse

Dr. R. Erwich

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Secretary/co-ordinator:

I.A.M. van der Hoorn, MSc

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1. GENERAL AND QUANTITATIVE DATA

General data

Institution

Name	Tyndale Theological Seminary
Status	Privately funded (legal body for higher education)
Outcomes of Institutional Quality Assessment	N.A.

Program

Name of program in Central Register of Higher Professional Education (CROHO)	M Evangelical Theology
ISAT-code CROHO	70152
Orientation and level	Hbo master
Number of credits	120
Mode of study	Full time
Specialisations	Leader / Pastor-of-pastors Theological Educator
Location(s)	Egelantierstraat 1, Badhoevedorp
Special Quality Feature	N.A.
Instruction Language	English

Date site-visit	4 November 2015
Contact person (name and e-mail address)	Mr. Mark Garavaglia President mgaravaglia@tyndale-europe.edu Mrs. Janice Dahl Executive assistant jmdahl@tyndale-europe.edu

Quantitative data **hbo master program Evangelical Theology**,
full time

Number of incoming students	2011	2012	2013	2014
	8	4	3	4
Output (percentage per cohort)		2010	2011	2012
		60% (3/5)	88% (7/8)	100% (4/4)
Faculty (number + fte)	number		Fte	
<i>Regular faculty</i>	10		9,2	
<i>Adjunct faculty</i>	7		1,4	
<i>Associate faculty</i>	4		1,3	
Faculty qualifications (number)	Bachelor	Master	PhD.	
	-	9	12	
Lecturer – Student ratio	1 : 3,7			
Contact hours (average number a week)	1 st year	2 nd year		
	18	12		

2. SUMMARY

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. 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.

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. 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.

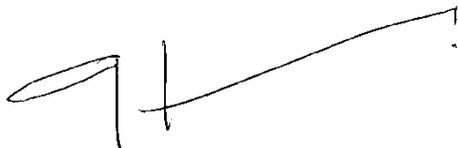
The curriculum is up-to-date, international and coherent. Much attention is being paid to doing research in a theological setting. The practical dimension of the program can be more extensive. The faculty contribute to a professional, personal, international and interactive learning environment. The 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.

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.

The Hague, 3 March 2016

A handwritten signature in black ink, consisting of a stylized 'G' followed by a vertical line and a long horizontal stroke extending to the right.

Drs. G.J. Stoltenborg,
chair

A handwritten signature in blue ink, appearing to read 'I.A.M. van der Hoorn' in a cursive style.

I.A.M. van der Hoorn, MSc,
secretary / coordinator

3. INTRODUCTION

Tyndale Theological Seminary, established by Greater Europe Mission in 1983, is an evangelical, interdenominational institution of theological training. Its main purpose is to prepare students spiritually, academically, and practically for Christian ministries and missions. It was registered as a not-for-profit foundation in Badhoevedorp in The Netherlands (near the city of Amsterdam) for the purpose of theological training and teaching in English in continental Europe.

Tyndale has strategically placed itself to connect with Evangelical growth on an international basis and focuses on Evangelicals coming from three geographic regions: Europe, Africa and Asia. Taken as a whole, the working field for Tyndale graduates is a diverse, multi-cultural and a multi-national field.

The first year of classes at TTS was 1985. TTS has, since 1985, sought to be a source of practical, ministry-oriented, yet academically sound, theological training for those seeking to serve, strengthen and guide evangelical communities primarily in Europe, but also internationally.

In 1989 TTS was granted an 'affiliate' relationship with Greater Europe Mission. It became an autonomous institution with its own Board of Directors.

The work of TTS is both academic and practical. The foundations of Protestant Evangelical Christianity are knowledge of Scripture, commitment to the church and its historic teaching, and a desire for people of every race and culture to encounter the Christian faith in a personal and relevant way.

A limited number of schools exist whose instruction is in the medium of English for Evangelicals who want purely academic or research training in Bible and theology. Yet very little is available on the Master level for practical and professional ministry training.

These opportunities exist only as a 'track' within research oriented programs at schools like the Vrije Universiteit Amsterdam or the Evangelische Theologische Faculteit (Leuven, Belgium). In 2005 Tyndale expanded its curricula to include a program of training at the second cycle of higher education (i.e., Master level) because of better educated people requiring a better educated clergy; an expansion of the evangelical enterprise in Europe calling for an expanded number of those involved in oversight of ministry; the need for more Theological Educators among growing evangelical communities, especially in Eastern Europe.

For those already having a first theological degree and who successfully complete the second cycle of higher education, Tyndale awards the Master Evangelical Theology degree. TTS also offers a first cycle theological program, called the Master of Divinity.

Because TTS sees itself, and is seen by others, as an extension of the evangelical ethos, both the school and its faculty/staff receive strong financial support from churches and individuals internationally. This keeps operating costs low, and allows the school to offer a wide range of scholarships to its students.

Tyndale already achieved accreditation with the European Evangelical Accreditation Association for its first theological degree (first cycle of higher education) and for its Master Evangelical Theology program second cycle of higher education) in 2010.

The MET program was first accredited by the NVAO in 2010.

Background of the program

MET is designed to be a two-year, 120 EC, professional master for students from a wide variety of contexts who are preparing for work in the general domain of Evangelical Christian ministry. The program has elements of formal and non-formal training, which prepares the student for one of two professions in the domain. It seeks to provide a balance of academic theological training and sound application of theology to the needs of the profession. Upon graduation students will proceed into the profession, serving in a wide variety of cultures and locations.

Graduates from the MET program earn a Master degree that represents a Christian worker who can return to the vocational domain of church leadership, theological education, or enrol into a PhD program.

The training at TTS is focused on advanced courses in areas related to such vocations and ministries. Picking up where first cycle training left off, Tyndale’s MET training seeks to help students face the difficult questions of ministry through deeper and richer study with teachers who have both extensive academic training and professional experience.

The graduates will be better informed and sensitive to the complexities of important issues. The jobs they will enter will be those requiring leadership skills and knowledge beyond the basics.

Quality Assurance arising from previous audits

The previous accreditation audit took place in 2010. The audit panel evaluated the MET course as satisfactory for all standards. They also recommended several improvements; these are set out in the table below. The course management indicated the actual status of each of the recommendations.

Judgement of the 2010 audit panel	Improvements
<p>In view of the particular objectives of the program, the audit team recommends a broader diversity of the staff. The appointment of women to the faculty is also strongly encouraged.</p>	<p>Since 2010 Tyndale has appointed one regular faculty member who was originally from Romania, and more recently the institute appointed another faculty member who is from South Korea. Tyndale has visiting and adjunct faculty from the US, Canada, the UK, and from Romania. In the fall term of 2015, Tyndale had a female visiting professor teaching the Hebrew language course. The seminary has also appointed a female regular faculty member. This means that Tyndale has 30% of its regular faculty who are not North American and/or male.</p> <p>In regard to the staff, they have one Vice-President from Serbia, and a few staff members from the Netherlands. There are several volunteers who work with Tyndale who also represent diverse backgrounds (the Netherlands, the UK, Mexico, the Philippines, etc.).</p> <p>The factor that makes diversity among the regular faculty a challenge is the model of funding. Tyndale is a missionary institution, and requires that faculty members raise their own support. The board has agreed to help fund the European faculty members to help offset this challenge.</p>
<p>The audit team suggests more attention to the practical application of the thesis growing out of the earlier academic discussion, rather than look like a loosely attached ‘add-on’.</p>	<p>The practical application of the thesis is now reflected in the MET Thesis Guide, which describes the thesis in this way: “It is intended to enable the student to do research in a practical area of biblical and theological/ministerial studies. It is also intended to make a contribution to the student’s ministry plan in the future and also to higher Christian Education in the student’s place of service”. In addition, one of the criteria for grading the thesis is its practicality, its “breadth of implications for ministry”. In the new MET Thesis grading sheet, this criterion is worth 20% of the grade for the thesis. On occasions, a thesis has been returned to a student with the direction to develop or further augment the practical application of his or her thesis.</p>

Judgement of the 2010 audit panel	Improvements
<p>The panel notes that use of more popular oriented and somewhat outdated literature, which appears in some theses, should be avoided.</p>	<p>Since the 2010 audit, Tyndale has significantly increased the number and quality of books in its library. Also, MET students are now required to have a library card from the VU Amsterdam library so as to have access to a wider range of quality resources. The online library card catalog contains links to other libraries and resources, and students are encouraged and instructed to use these resources as well. And there is now a budget which allows students to purchase needed resources for the library that cannot be accessed by any of these other means.</p> <p>In addition, the first half of the Research Methods course is devoted to bibliographic concerns, emphasizing the choice and correct citation of primary and quality secondary resources. The thesis prospectus (developed in the winter term) contains an initial bibliography gathered by the student. This bibliography is further developed in the spring term, and is evaluated by the course instructor as well as by the first and second readers.</p>

4. JUDGEMENT PER STANDARD

4.1 Intended learning outcomes

Standard 1: The intended learning outcomes of the program have been concretised with regard to content, level and orientation; they meet international requirements.

Explanation: As for level (bachelor or master) and orientation (professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the program.

Findings

The Master program in Evangelical Theology offers two specialisations or profiles: the Theological Educator and the pastor-of-pastors or leader. Tyndale defines these two profiles as follows:

*"The **Leader / Pastor-of-pastors** is a person who has the conviction of vocation and is growing in knowledge of the Christian Faith and personal character, who provides oversight for other Pastors, personally and in their pastoral role, and who provides leadership to a group of Christian institutions in the areas of spiritual and liturgical oversight, outreach, Christian teaching, organizational leadership and seeks to connect his responsibility to the wider globalized Christian movement."*

*"A **Theological Educator** is an individual who is motivated and skilled to instruct students up to the BTh level in Theology and Pastoral Ministry and is able and motivated to model Christian life and character for them."*

As they are highly active in the domain and have a good understanding of the developments and needs of the international field, the faculty have drawn up the intended learning outcomes or – as Tyndale calls them - characteristics. Both specialisations hold a set of ten characteristics. Seven of them overlap completely or partially. The ones that are profile specific are outlined in table 1.

<i>A Leader / Pastor-of-pastors is a person who</i>	<i>A Theological Educator is a person who</i>
skilfully applies integrated knowledge to organizational leadership and dynamics	teaches in relationship and community with students at the BTh level
communicates direction, vision, standards, persuasively and unambiguously paying attention to different cultures	has a zeal for development of students in the first cycle of higher education
works effectively in teams, but is able to act autonomously when required to do so	is able to communicate theological truth unambiguously while paying attention to different cultures

Table 1. Specific characteristics of Leader/Pastor-of-pastors and Theological Educator

Tyndale has used the Dublin Descriptors to formulate the intended learning outcomes, as shown to the panel. The two profiles, including the characteristics, key abilities (learning goals) and functions have been discussed and then validated by the Program Advisory Committee (PAC) as was also confirmed by the PAC members the panel spoke with.

The panel agrees on the content and on the level at which the intended learning outcomes for the MET program are formulated. These competences seem to fit the kind of professional that Tyndale wants to deliver and the world of work wants to receive.

The panel advises to see if it is possible to compare the intended learning outcomes of the MET program with the Dutch national '*Opleidingsprofiel en opleidingskwalificaties van de hbo-opleiding Godsdienst-Pastoraal Werk*' (hbo level) and with the '*Domeinspecifieke criteria uit het Disciplineoverleg Godgeleerdheid*' (academic level). It can also be useful to get in contact with the '*Landelijk Opleidingsoverleg Godsdienst Pastoraal Werk*'.

Internationalisation

As Christianity being a worldwide religion and as Tyndale encouraging Christian outreach and missionary work, the MET program should have an international focus, starting with the intended learning outcomes. The panel established that the final competencies of both profiles have an explicit international component, expressed by competences as:

- being a person who has discernment interpersonally, interculturally, institutionally and theologically;
- being a person who finds new and creative ways to connect areas of responsibility to the wider globalized Christian movement
- being a person who exhibits a sound integration of worldview and biblical theology with awareness of the impact of cross-culturalism, globalization, and urbanization on the church and formulates strategies for teaching and encouraging change.

Research

Research, and in particular literature research, is an important feature of the duties of a Christian worker. Consequently, the MET program explicitly addresses research in the intended learning outcomes. The panel established that the way the intended learning outcomes deal with research fits hbo-master level, with both academic and applied elements.

Among other things, students are expected 'to be committed to life-long learning in the field and conduct independent research on essential and emergent topics'. This is further elaborated in being a person who:

- a. applies strategies for life-long knowledge, character development, and spiritual formation
- b. uses tools for independent inquiry to acquire further theological knowledge
- c. identifies fresh areas for Christian dialogue and research and undertakes them
- d. is able to exegete culture and apply the results within a theological framework

Benchmark

Tyndale has executed a benchmark to compare itself with the Master Theology and Religious Studies of the Vrije Universiteit Amsterdam and the Evangelische Theologische Faculteit (ETF) (Leuven, Belgium). As the Vrije Universiteit Amsterdam and the ETF both offer academic education, the conclusion of the benchmark is that the aim of Tyndale's MET program is different as it is that of applied knowledge to a particular context. As this conclusion seems quite self-evident, the panel would suggest Tyndale to not only compare its MET program with academic Master programs, but also with theological hbo-bachelor's programs in the Netherlands as they focus more on applied sciences (e.g., Christelijke Hogeschool Ede, Christelijke Hogeschool Windesheim).

Considerations and Judgement

The panel established that the MET program features two sets of intended learning outcomes – one for the Leader/Pastor-of-pastors track and the other for the Theological Educator track - that meet the demands and wishes of the national and international professional field. Therefore the panel considers Standard 1 to be 'satisfactory'.

4.2 Curriculum

Standard 2: The orientation of the curriculum assures the development of skills in the field of scientific research and/or the professional practice.

Explanation: The curriculum has demonstrable links with current developments in the professional field and with the discipline.

Findings

Professional practice

The MET program uses several mechanisms to make sure that it fits the developments and requirements of the professional practice.

Program Advisory Committee (PAC)

The current Tyndale wide Program Advisory Committee consists of four members with different (international) backgrounds: a Minister of The Steeple Church in Dundee (Scotland), a specialist on intercultural impact and Dean of Global Studies at Foundation University, a professor/consultant/theological educator and the director of Missie Nederland. TTS has planned to add one more member to the PAC. Preferably this would be a theological educator from a western university.

The Program Advisory Committee advises the management on the relevance of the Tyndale programs in the context of the professional area. The board meets once or twice per year.

The panel saw the minutes of the most recent committee meeting and spoke with a representation of the PAC. The panel concludes, based on the minutes and the meetings with the management and the PAC, that the PAC plays an important role in keeping the curriculum up-to-date. They give suggestions for adjustments and also speak with the management about strategic matters, such as the pros and cons of accreditation of the MDiv program.

Faculty

Interaction with and input from the professional field is also guaranteed through (adjunct) faculty. All regular lecturers are also practitioners in the field. The same goes for the adjunct faculty, who are either linked to other universities or who are practitioners in the field. This results in present-day topics and real-life examples discussed in class. Some lecturers are also (interim) pastors at a local church and almost all of them are members of a professional association, such as the American Society of Church History, the Reformation Research Consortium or the Evangelical Theological Society. The panel considers this to be a very positive feature of the program.

Not only the Program Advisory Committee and the faculty provide information on current developments in the professional field of MET, also the deployment of guest speakers, colloquia and excursions ensure that the curriculum stays up-to-date.

The literature used for the MET program is determined by the individual lecturer. The panel has seen the list of the key reading materials and is positive about the literature being used.

Internships

In the second year students have to do an internship that is rewarded 3 EC. The internship is part of the holistic formation learning line (see Standard 3). Students who have chosen the Leader/Pastor-of-pastors track work on a project with guidance of a professor. They also have to develop a notebook of leadership principles. Students in the Theological Educator track are guided in their ability to teach. They have to prepare and teach a class in the MDiv program of TTS. Theological educator students can also choose for an internship at another biblical school in the Netherlands or abroad, including being a teaching assistant at the MDiv program of Tyndale.

The students in the educator track told the panel that most of them do their internship in the MDiv program at TTS. On the one hand the panel is of the opinion that an internship position in the MDiv program is very applicable, because students are trained to become a teacher at a biblical school and that is what Tyndale is. On the other hand the panel concludes that it is very valuable that students have their internship outside the walls of the familiar surroundings of Tyndale. In this way students get into contact with new people, new surroundings, a new code of conduct and another organisational structure and culture. Moreover, students can also learn a lot from an external supervisor who can show and tell the student about the working practices.

Based on the initial documents analysis, the panel has the impression that the MET-program did not have a very strong practical focus. The only practical element that was obvious, was the internship. The students, however, have given the panel numerous examples of practical assignments within the program. One of the ways in which the practical orientation of the program is present, is because students are expected to participate in a local church situation during their studies.

Research

A considerable part of the MET students wants to enrol in a PhD program. Therefore, and because of the importance of biblical (literature) studies, Tyndale wants its student to get accustomed to professional as well as academic practice. To live up to this ambition students get an introduction in research and thesis writing. They learn how to search for literature both on- and offline and get accustomed to footnotes, bibliographies, quoting, etc. Furthermore they learn about, e.g., setting up research questions, the structure of good research papers and writing conclusions. Because research in the theological area is mostly qualitative, logically most attention is being paid to literature research.

Of a total of 120 EC, 31 EC are explicitly related to research methodologies and thesis writing. Already in the first year students start with the Thesis Prospectus A course. During this course they have to select their thesis topic and write the first draft of their thesis prospectus, including a preliminary bibliography of 20-25 sources. The Thesis Prospectus A course is followed by the Thesis Prospectus B course and the Thesis Research & Preparation course. Next students have to write and defend their thesis.

Also in other courses students have to use and develop their research skills by writing essays and papers or giving an oral report, backed up with literature, for example on Ethics on War, Peace & Peace-making, Theology in Film or New Testament Theology.

Another way in which students get in contact with research, is through the research activities of their lecturers. Faculty members are very productive when it comes to publishing articles and books on theology related themes. With their knowledge and skills faculty can help students by developing their research skills. Faculty members supervise students during their thesis project. They only supervise students of which the thesis topic is related to their own expertise.

The panel established that the program is giving sufficient attention to research and research methods applicable for theologians. Students learn how to search for literature, they have - but also want and like, as the panel heard from themselves - to read books and articles, write papers, learn about research methods, and write their own thesis.

Internationalisation

From the first day of their studies students learn to bridge cultural difficulties because of the multicultural composition of the classes. And because of the various nationalities all lessons (tutorials, workshops and the like) are taught in English and also most literature is in English.

The current student body represent around 20 nationalities. The panel spoke with students from Ukraine, America, The Netherlands, Greece, Ghana and Germany. Through the influx of international students, the MET program by itself has an international character. In every country the perception and expression of the Christian faith is different. This gives an extra dimension to the discussions in the classroom.

A part of the students come to Tyndale to enlarge their knowledge, skills and the personal application of their beliefs. After graduation they mostly go back to their home country to work as a pastor, leader or theological educator.

TTS was originally founded by the American Dr. Robert Evans. Over the years the majority of regular faculty has been of American origin. The guest lecturers are among other from Africa, Czech Republic, USA and England. Furthermore, TTS has guest lecturers and chapel speakers who work as missionary, pastor or director in China, Ghana, Africa, Greece and The Netherlands.

Considerations and Judgement

The panel is convinced that the program is kept up-to-date. This is done by the (adjunct) faculty with their own relevant employments and research project, the input and feedback from the Program Advisory Board, the input from guest speakers and excursions (e.g to the Jewish Historical Museum).

The internship is an important instrument for the practical orientation of the students. The positive output can even be more intensified by making every student do their internship outside the walls of TTS and in areas connected to the actual professional domains where students will work.

In various ways the MET program pays attention to research. Not only do students learn about the theory of research methods, they also have to write their own papers, reviews, essays and the final thesis. The way the program deals with research matches the way in which the field uses and applies research.

The panel noticed that the program is international. The student population, the composition of the staff and origin of the (adjunct) faculty members, the literature, the assignments and the thesis topics show the international character of the MET program.

In general, the panel believes that the practical orientation of the MET program is secured by the assignments and internship. However, the internship could be expanded. The role of internationalisation and research in the MET-program fits actual practice. Therefore the panel considers Standard 2 to be 'satisfactory'.

Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.

Explanation: The learning outcomes have been adequately translated into attainment targets for (components of) the curriculum. Students follow a study curriculum which is coherent in terms of content.

Findings

From intended learning outcomes to learning outcomes per course

Tyndale has defined all learning objectives per course. These learning objectives are described in the course manuals. The manuals also contain information about the way the various courses will be assessed.

Structure and coherence of the program

The MET program is built up from 5 divisions or so-called learning lines. These are Biblical studies (34 EC), Systematic and historical studies (17 EC), Intercultural and practical ministry (19 EC), Research methodologies and thesis (31 EC), and Holistic formation (7 EC). There is also 12 EC available for selecting four or five electives.

Division	Examples of courses
Biblical studies	Intermediate Hebrew, New Testament Exegesis, Old Testament Theology
Systematic and historical studies	Foundations of Theology, Pneumatology, Ethics of War and Peace
Intercultural and practical ministry	Cross Cultural Christianity, Mission & Evangelism, Developing Healthy Churches
Research methodologies and thesis	Research Methods, Thesis Research & Preparation, Thesis Writing & Defence
Holistic formation	Mentoring, Internship

Table 1. Divisions and examples of courses

For some students the program already starts in the summer period. Every students in the MET program needs to be qualified for understanding elementary Greek. This is a prerequisite to start in the program. Therefore the summer period is being used to prevent students for an overload in the first semester.

The first semester is devoted to the introduction in several areas, such as Elementary Hebrew, Research Methods, Ecclesiology and Cross Cultural Christianity. Subsequently, the second semester focuses more on application. For instance, the Exegesis courses teach students how to interpret and explain bible texts. The third and fourth semesters (year 2) are dedicated to synthesis and integration, among others things through the internship and thesis writing.

The horizontal coherence of the program is thus created by the focus per semester (introduction, application, synthesis and integration). To guarantee vertical coherence the program is built in a way that students attain a higher level of complexity per study year. For example, Elementary Hebrew is a first semester course, and Intermediate Hebrew and Hebrew Exegesis are second semester courses. The same goes for the Research Methodologies & Thesis learning line. In the first semester students follow the Research Methods course and start to think about the topic of their thesis.

Continuing in the second semester they have to write a proposal for their thesis. During the summer period and the third semester they have to perform their research, investigate

literature, interview people, etc., and start writing their thesis. In the last semester students finish the graduation process by handing in their thesis and performing an oral defence.

All courses have been described in specific course syllabi with predetermined learning outcomes. Free electives (12 EC) can be used to tailor the degree program to the individual needs of the student, either by broadening (e.g., Theology of Film, Islamic Philosophy) or deepening (e.g., Independent Greek or Hebrew Reading) their knowledge and skills.

Tracks

Regardless of the chosen track, all students have to follow the same courses. The differentiation is created by means of the internship and the thesis topic. Although the internship seems to be more than only working in the domain – students also have to read literature on teaching and/or write a notebook - the panel concludes that the differences between the two tracks are limited and that you cannot really speak of two graduation profiles.

In general, the MET program forms a good educational program for students who want to become a well-educated Christian worker, pastor or want to continue in a PhD program. And although the panel acknowledges that after graduation alumni have leading positions in churches and/or have become a teacher, the panel is of the opinion that the curriculum has to pay more attention to the specific professional competencies related to the two specific profiles. The panel thinks it to be wise to give more information on didactics and pedagogics in the Theological Educator track. And for the Leader track the panel advises more courses on, e.g., leadership and psychology.

Considerations and Judgement

In spite of the fact that the panel recommends TTS to further differentiate and elaborate the curriculum based on the two profiles (or to bring it back to one general MET profile), the panel rates Standard 3 to be 'satisfactory' because of the fact that the panel is convinced that the contents of the curriculum enable students to become a good Christian worker and educator. The panel is really positive about the structure of the MET program. The learning lines and the increasing complexity of courses bring structure to the program and the panel is convinced that this helps students to successfully obtain the intended learning outcomes.

Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes

Explanation: The teaching concept is in line with the intended learning outcomes and the teaching formats tie in with the teaching concept. Factors pertaining to the curriculum and hindering students' progress are removed as far as possible. In addition, students with a functional disability receive additional career tutoring.

Findings

Didactical concept

TTS uses a set of core principles for instruction in the MET program. These principles are:

- commitment to education in a cross-cultural residential environment;
- importance to work with students who have prior ministry experience;
- commitment to education in seven distinct venues: classroom, independently in the library, tutorials, informally, mentoring, chapel and internship;
- commitment to providing students with knowledge that is practical for the life of the church;
- commitment to students being able to articulate in written and oral form their own ideas for the church.

The panel has concluded that the core principles are actually put into effect and contribute to achieving the intended learning outcomes. For example, the cross-cultural residential environment helps students to develop 'discernment interpersonally, interculturally, institutionally and theologically' and also contributes to 'working effectively in teams'.

Another example is the principle of 'providing student with knowledge that is practical for the life the church' that helps students to develop an extensive biblical and theological understanding, that they can apply in their future work as a teacher, pastor or missionary.

The didactical concept already mentions the teaching formats, such as classroom learning, literature research in the library, informal learning, independently and mentoring. These teaching formats are, the panel concludes, a really good instrument to teach students the skills and the knowledge that are required in their future positions. For example, a student who becomes a pastor must be able to read and interpret bible texts and write a sermon (related to principles: independently in the library, chapel and mentoring). The students the panel spoke with, are clearly positive about the teaching formats of TTS.

Students diagnosed with dyslexia get extra time to make the exams and sometimes a written exam is turned into an oral exam for students who suffer from severe dyslexia.

Considerations and Judgement

The panel concludes that the didactical principles of TTS make it possible for MET-students to achieve the intended learning outcomes. Therefore the panel rates Standard 4 as 'satisfactory'.

Standard 5: The curriculum ties in with the qualifications of the incoming students

Explanation: The admission requirements are realistic with a view to the intended learning outcomes.

Findings

Within (theological) education there are usually three levels or cycles. The first cycle is the Bachelor's program, the second cycle is the Master program and the third cycle is a PhD. As MET is a second cycle program, students have to possess a first cycle degree in theology or biblical studies to be able to enrol in the MET program.

For students who do not have prior theological training, Tyndale offers the Master of Divinity. The Master of Divinity is a three-year program that was launched 30 years ago for students mainly from North America who wanted to become a pastor or missionary. A prerequisite to pursue a Master of Divinity is a Bachelor's degree in any subject. Despite of its name, the Master of Divinity can be seen as a first cycle program.

Intake

Students who have obtained a Bachelor of Theology/Divinity or a Master of Divinity (or any other comparable theological training) can start in the MET program if they meet the required level of English (TOEFL or IELTS) and if they pass the MET Entrance Exam and the MET Validation Exam.

The MET Entrance Exam evaluates the ability of students to synthesize and evaluate information. The MET Validation Exam measures whether a student has sufficient background knowledge to enter into the MET program. The subjects of the Validation Exam are understanding of Old and New Testament and Systematic Theology. If a student fails one of these subjects he may take a class from the MDiv program. If he passes the final exam of this class, the student can enrol in the MET program. A student who fails more than one subject of the Validation Exam is not allowed to enrol in the MET program. He is given the option of starting in the MDiv program. Students who do not pass the TOEFL or IELTS tests have the opportunity to follow a pre-admission English program at Tyndale.

As an additional requirement Tyndale asks of its students to be committed to the Christian faith and to the Bible as the sole authority for faith and practice. Priority is given to students who have three or more years of experience in ministry work, although students with less experience are also welcome.

The students the panel spoke with are all positive about the connection between their previous education/experience and the MET program. Some of them experienced some overlap between their previous theological training and the MET program. However, according to the students, at Tyndale these overlapping areas are more extensively explored, through which students enlarge their knowledge and skills.

Considerations and Judgement

Next to the domain and level of education, Tyndale has some other admission requirements such as a required level of English proficiency, understanding of Old and New Testament and Systematic Theology and the ability to synthesize and evaluate information.

The panel considers these tests as adequate. The intake procedure is suitable and helpful for new students, especially because it makes clear in which areas students need to brush up their knowledge to eventually be admitted.

In view of the design and structure of the program, the panel judges the admission requirements as realistic and clear. Altogether the panel judges Standard 5 as 'satisfactory'.

4.3 Staff

Standard 6: The staff is qualified and the size of the staff is sufficient for the realisation of the curriculum in terms of content, educational expertise and organisation.

Explanation: The factual expertise available among the staff ties in with the requirements set for professional or academic higher education programs.

Findings

Staff qualifications policy

TTS has 10 regular faculty members, 7 adjunct faculty members and 4 associate faculty members. The panel established that the faculty is highly qualified, with 12 faculty members holding a PhD and 9 having a master's degree.

Tyndale has set the goal to maintain a significant number of full-time faculty members, resident in the Netherlands, with a minimum of one lecturer per discipline.

With a teacher-student ratio of around 1:4 lecturers can pay a lot of attention to their students. The students appreciate the individual attention and the group dynamics that result from the small class sizes. Adjunct faculty and visiting faculty come to Badhoevedorp to teach students about specialist subjects.

During the audit the panel members visited amongst others a Hebrew class. The panel is positive about the teaching qualities of the lecturer, who is a PhD student at the Vrije Universiteit Amsterdam. She activated students to contribute to translation of texts in the classroom. Also the Tyndale students the panel spoke with, were very positive about their lecturers.

When selecting new faculty, Tyndale has a set of criteria the new colleague has to meet. One of these criteria is that he/she has to hold or anticipate a terminal degree in the area of his/her specialization. Another criterion is that the new lecturer has professional experience in the domain and also has cross-cultural experience.

Professionalisation

Most regular as well as adjunct faculty members hold a position in the professional field of Christianity as a pastor, missionary or volunteer. Others are appointed as a professor or researcher at another university. Besides this kind of professionalisation, some faculty members also produce practical or academic publications, for instance for the Journal of Global Christianity. Research and production of articles and books are very much encouraged, not least by making faculty promotion dependent upon publication.

All regular lecturers have a yearly budget available to visit conferences, workshops or other activities which contribute to professional development. Lecturers go to various meetings, including (annual) meetings of leading organizations, such as the American Academy of Religion (AAR) and the Association of Theological Schools (ATS). The panel considers it a good sign that students know to which meetings faculty members go.

Tyndale also has a sabbatical policy. Lecturers can use this sabbatical for doing a research and/or writing project. Furthermore, lecturers are encouraged to teach at other universities and in other countries as a visiting professor.

Considerations and Judgement

The panel is positive about the high qualifications of the faculty, holding at least a Master's degree, but with most of them having a PhD. The practical experience of the faculty is in line with the practical character of a professional master program. Adjunct faculty use their practical experience to enrich the classes. The panel considers the broad working field experiences and the extensive research activities of the faculty as a real strength. This led the panel to the conclusion that the faculty is able to take good care of the educational program. The small class sizes provide a pleasant and interactive atmosphere in the classrooms. The opportunities for training and development are in accordance with higher education standards. Altogether the panel judges Standard 6 as 'good'.

4.4 Services and facilities

Standard 7: The accommodation and the facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings

Buildings and facilities

As part of the audit the panel members conducted a guided tour around the school, the library and the apartments of TTS. The main building is where all the classes take place. There are well equipped classrooms with internet access. The library and study room is in the middle of the building. From the hallways you can look into the library because most of the 'walls' are made of glass. The whole school building is on the ground floor and accessible for people in a wheelchair. The dormitory is two storeys high. Disabled people will get a room at the ground floor.

The library contains a lot of relevant theological books and journals, both in print and electronical. Since 2005 the library has extended its collection with around 6,000 bound volumes and 120 journals. Furthermore, the students of Tyndale can buy a library card that gives them access to the theological library of the Vrije Universiteit Amsterdam. Students looking for more resources can visit the library of the Vrije Universiteit Amsterdam to lend books and articles.

Tyndale is exploring the possibilities to further expand resources by initiating a new partnership with the International Baptist Theological Study Center Amsterdam.

In the opinion of the students, and also in the opinion of the panel, the library facilities for students are sufficient.

Because a lot of the students of Tyndale come from abroad, Tyndale also provides student housing. Next to the school building, there are dormitory rooms available to house 42 students. Students can hire a room for the duration of their study in Badhoevedorp. The building also holds a faculty apartment for visiting faculty, a shared living room with couches and television and a small prayer room.

Considerations and Judgement

The campus facilities in Badhoevedorp are sufficient, with adequate classrooms, useful library facilities, and access to Tyndale's own student housing. The panel therefore rates Standard 7 as 'satisfactory'.

Standard 8: Tutoring and student information provision bolster students' progress and tie in with the needs of students

Findings

Introduction into community life

At the beginning of their study students get introduced to all aspects of academic life at Tyndale Theological Seminary. Students learn about the rules and regulations at Tyndale, get introduced into community life and get to know their way in the dormitory, in the school and in the neighbourhood.

For its students and employees TTS has also drawn up a Community Life Handbook. The handbook contains, amongst others, information about the history and goals of Tyndale, student conduct, disciplinary actions and appeals, groceries and food services, traveling inside the Netherlands, prayer meetings, etc.

Mentoring

By the alias of holistic formation, students follow a mentoring program. This program is awarded with 1 EC per semester. It consists of monthly group and individual meetings with a faculty member (mentor). Students are encouraged to lead these group sessions by rotation.

The holistic formation program is meant to facilitate and stimulate the development of students. The mentoring program is about challenging students, holding them accountable for their progress, and building and shaping Christian character. Each semester the holistic formation course has a specific theme.

In addition to the mentoring program, faculty members are always available to give additional tutorials to students who need extra help on a certain topic. Students feel free to ask their lecturers for help. They told the panel that their lecturers are very easy to approach. They are always willing to help them whenever they can. The students the panel spoke with, are very positive about the mentoring program and the helpfulness of the faculty.

Handbooks and course manuals

To inform students about the courses of the program a brief description of every course can be found in the TTS Catalog 2015-2016. In this catalog students can find information about the literature, education and assessments of a specific course. Next to this catalog there is an extensive course manual available for every course. These course manuals contain the learning objectives, the educational strategies, a schedule and overview of all the classes of that course and also a clear description of the assignments.

Considerations and Judgement

The panel assesses standard 8 as 'satisfactory' as students get a useful introduction to community and academic life at Tyndale, have regular group and individual meetings with their mentor and are well informed about the courses of the program.

4.5 Quality assurance

Standard 9: The program is evaluated on a regular basis, partly on the basis of assessable targets.

Explanation: The program monitors the quality of the intended learning outcomes, the curriculum, the staff, the services and facilities, the assessments and the learning outcomes achieved through regular evaluations. The outcomes of these evaluations constitute the basis for demonstrable measures for improvement that contribute to the realisation of the targets. Program committees, examining boards, staff, students, alumni and the relevant professional field of the program are actively involved in the program's internal quality assurance.

Findings

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 members of the program advisory committee.

Tyndale has set up a scheme that shows the various 'feedback vehicles' being used to improve the quality of Tyndale's business and educational programs. Twice a year the management writes a management report, reviewed by the board, and yearly they also produce an annual financial report and a management review. Preparing these documents helps Tyndale reflect on what happened the last year and to think about how things will go or have to go in the (near) future.

Every Friday the management team meets to speak about current affairs. Also every meeting they address the most important elements of the index of the standardized management review. There is a monthly meeting with all regular faculty members. The adjunct faculty is also invited for these meetings, but they are not (always) in the position to come to Badhoevedorp for these meetings.

The Program Advisory Board meets once or twice a year. They talk about the direction and content of the program. For instance, during their meeting of 2014-2015 they gave Tyndale the advice to eliminate the Advanced Studies Graduate track as it was largely overlapping with the Theological Educator track. For this reason Tyndale decided to skip the track and to make some changes in the MET program.

At the end of every term students get to fill out a questionnaire. The academic dean collects the data of the course feedback forms, analyzes these and checks whether there are certain elements that need to be improved. If so, he speaks about this with the faculty members, group wise or individually. Students can also have their say about the program through the means of the student review fora. The students told the panel that they feel like the faculty and management really listen to them when they come up with something. And they also see the effects of filling out the course feedback forms.

The panel is of the opinion that, especially for a small educational institute as Tyndale is, the quality assurance system is quite extensive and well documented. The panel has seen a lot of trustworthy documents that substantiate the quality system, such as minutes of the management review meeting with steps and actions in it, minutes and actions of the Program Advisory Board and the MET graduates survey results.

Considerations and Judgement

All stakeholders are involved in the quality assurance system. The panel established that the ISO9001 approach with its formalized protocols gives great structure to the quality assurance mechanism of Tyndale. Apart from that, management and faculty are easy to approach and are open to students' feedback. Minutes are made of each meeting. These minutes contain clear actions, that are also being implemented and monitored.

Altogether the panel rates Standard 9 as 'good'.

4.6 Assessment

Standard 10: The program has an adequate assessment system in place.

Explanation: The tests and assessments are valid, reliable and transparent to the students
The examining board of the program safeguards the quality of interim and final tests.

Findings

Assessment system

The document 'Assessment Policy' shows the most important instruments used to evaluate if students have achieved the right level of knowledge and skills to receive the MET degree. This policy is based on the principle that different assessment instruments are needed to evaluate if a student has mastered the various intended learning outcomes. For instance, teachers as well as leaders must be able to speak publicly. Therefore, one of the assessment instruments is giving presentations. Interpretation can be better evaluated by letting students write an exegesis paper. And knowledge related courses are being evaluated using multiple choice, true-false or fill in the blank questions. Other instruments used by the MET program are, e.g., self-evaluations, research paper and debates.

Tyndale has made an overview of the assessment instruments that can be used best in relation to the kind of competence that a lecturer wants to assess.

As mentioned before, the learning objectives are outlined in the course manuals. Every lecturer individually constructs his own exams based on these learning objectives. Although the Examination Board yearly checks a set of exams, the panel would recommend Tyndale to not only have a quality check after the exam is taken, but to also build in a quality check before the exam will be held (see Recommendations).

On the basis of a selection of tests, assignments and assessments the course had on display in the audit, the panel members conclude that the programme uses a functional and adequate mix of test formats. The panel looked at several test and papers, including the critical response examination, a test on Ethics and the validation exam Old Testament. The panel concluded that the questions meet the appropriate level and the Ethics exam even contained some very high level questions.

Examination Board

At the time the audit took place, TTS had an Examination Board consisting of five members. Two of them were members of the management team as well. Dutch legislation states that members of the Examination Board are not allowed to have any financial responsibility within the institution. During the audit the panel discussed with the management whether or not these members have any financial responsibility within the institution and can act independently. However, the financial construction of TTS - as is a private institution funded by individuals who support Tyndale's mission - is different from most institutes for higher education. Salaries of missionary faculty and officers are set within the parameters of fixed guidelines and do not change if more students enrol and/or graduate. The panel advised TTS to reconsider the composition of the Examination Board including the position of the external member. To assure full independence and to comply with Dutch regulations TTS decided already during this meeting to withdraw the two members of the management team from the Examination Board and to appoint a new external member to the Board¹.

¹ On the 20th of January 2016 Tyndale Theological Seminary informed the panel (i) that they have formally withdrawn the two members of the management team from the Examination Board and (ii) that they have appointed a new external member for the Examination Board.

The examination board has a formal responsibility to monitor the quality of assessments, as well as the graduation level. The TTS Examination Board executes checks. They have an agenda that defines when which assessment will be checked. The main guideline for this agenda is that every assessment or test will be checked once every five years. The panel thinks this is a good way of creating an agenda for checking tests. Nonetheless, the panel would recommend the Examination Board to also look at the statistics of tests taken (grades, caesura), to determine which assessments need to be checked first or maybe earlier.

The panel looked into the extensive Annual Report 2014-2015 of the Examination Board. This is a brief report of the activities of the Examination Board. The report contains information on requested exemptions and the decision of the board regarding these requests. The report also states the tests examined by the Examination Board during the year and the number of students that were approved to receive their MET degree. Next to that, the examination board also made some recommendations to the management that were stated in the annual report. In response to these recommendations Tyndale's President wrote a letter to inform the people involved with the implementation of these improvements. The panel saw this letter that gives the panel confidence in the follow up of the recommendations of the Examination Board.

Considerations and Judgement

Based on the 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 members reviewed several tests and labelled them up to the mark.

The Examination Board monitors the quality of assessments periodically. As a follow-up of the panel advice to reconsider the composition, Tyndale has changed the composition of the Examination Board to assure its fully independent position.

The panel rates Standard 10 on assessment as 'satisfactory'.

4.7 Learning outcomes achieved

Standard 11: The program demonstrates that the intended learning outcomes are achieved

Explanation: The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in subsequent programs.

Findings

As mentioned before (Standard 2) the graduation process starts already in the first year when students have to pick the subject of their thesis and start to write their research proposal. They finish their thesis and defend it in the last semester.

The panel made a stratified selection of 15 theses of students who graduated in the academic years 2013-2014 and 2014-2015. In the Thesis Guide 2014-2015 it is stated that the thesis "is intended to enable the student to do research in a practical area of biblical and theological/ministerial studies. It is also intended to make a contribution to the student's ministry in the future and also to higher Christian Education in the student's place of service".

The panel came to the conclusion that the theses are of good quality. The panel was impressed by the quality of some of these theses. In general, relevant literature is being used by the students and the grades given by the instructors could be agreed upon by the panel.

One of the theses was really good, even from an academic perspective. The connection between the academic research and the profession itself is not always made by every student. On the other hand, the panel also read some theses that had a clear connect with professional practices. For example, one thesis was about Christian ethics and the way a pastor would react to IVF.

Although the panel members agree on the grading of the theses they have read, they concluded that the grading form was not always the same. Some thesis were accompanied by a page with feedback, other were really based on a structured feedback form. The panel supports the intention of the program to create one uniform assessment form.

The alumni the panel spoke with, who graduated a couple of years ago, are really satisfied with the knowledge and skills they gained during their study at Tyndale. One of them now works at a Baptist church and another one is the director of the children and youth ministry of the Evangelical Free Church of Finland. At least seven other students, who graduated between 2007 and 2015, pursue a PhD program at, e.g., Tilburg University, Vrije Universiteit Amsterdam, University of Aberdeen and the University of Stavanger.

Considerations and Judgement

The panel is pleased with the quality of the theses. Some of them even show an academic level, although not all of the theses contain a clear practical dimension. Nonetheless, the theses made clear that the graduated students are all well prepared for the world of work. Therefore, and because of the satisfaction of the working field representatives with the competences of the graduates, the panel judgement on Standard 11 reads 'good'.

5. OVERALL CONCLUSION

The MET program features two sets of intended learning outcomes – one for the Leader/Pastor-of-pastors track and the other for the Theological Educator track - that meet the demands and wishes of the national and international professional field.

The curriculum is up-to-date, international and coherent. Attention is being paid to doing research in a theological setting. The panel advises to extend the practical dimension of the program and to have the internship outside the walls of Tyndale. 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.

TTS offers an educational program at hbo-master level. Although the characteristics of the two profiles are not clearly converted into the curriculum, the MET program does prepare its students to execute relevant positions in the broad practical field of Christian life, as was confirmed by the alumni and by the representatives from professional field.

TTS has a working quality assurance system, in which all relevant stakeholders are involved.

The assessment system and instruments fit the intended learning outcomes, although more attention should be paid to the construction of tests. Nonetheless, the tests the panel checked all demonstrate the appropriate level. The Examination Board monitors the quality of assessments and theses. By reading fifteen theses the panel has established that the level of the achieved learning outcomes of students is good.

The panel gives a 'good' for standards 6, 9 and 11. Standard 1, 2, 3, 4, 5, 7, 8, 10 are judged 'satisfactory' by the audit panel. According to the regulations of the NVAO, the panel recommends the NVAO to award re-accreditation for another six years to the Master of Evangelical Theology of Tyndale Theological Seminary.

6. RECOMMENDATIONS

Building relationships with Dutch universities

The panel recommends TTS to intensify and/or enlarge the relationship(s) with Dutch universities and universities of applied sciences. One of the options is to try to join the '*Landelijk Opleidingsoverleg Godsdienst Pastoraal Werk*'. It can be useful to compare the Tyndale competencies with the competencies composed by the '*Landelijk Opleidingsoverleg*'.

Two profiles or no profiles

If Tyndale wants to continue the two profiles of Theological Educator and Leader/Pastor-of-pastors the panel strongly recommends to add more specific courses to both tracks; for the Theological Educator these could be about pedagogics and didactics and for the Leader track this could be psychology, conflict management and leadership courses. The courses could be offered as a minor, but be mandatory for students of the regarding track.

If Tyndale decides not to elaborate the two tracks, they can also combine them in one track. The panel is of the opinion that at the moment the differences are too limited to speak of two unique profiles.

Test construction

The panel recommends TTS to pay more attention beforehand to the construction of exams and not only evaluate them afterwards. It seemed that every lecturer makes his own tests, without having it checked by a colleague. The panel was told that this has to do with the fact that there is only a small group of lecturers and everyone has its own expertise.

The panel firmly advises TTS to organise the so called four-eyes-principle; discussing the exam construction (and possibly the outcomes) with a colleague. Another useful way to secure the process of test construction is by organising calibration sessions with all lecturers to make sure that they all take the same approach when it comes to test construction and grading (e.g., caesura).

ANNEX I Overview of judgements

Overview of judgements on the Master of Evangelical Theology	
Standards	Judgements
Intended learning outcomes	
Standard 1: Intended learning outcomes	Satisfactory
Curriculum	
Standard 2: Orientation of the curriculum	Satisfactory
Standard 3: Contents of the curriculum	Satisfactory
Standard 4: The structure of the curriculum	Satisfactory
Standard 5: The interface of the curriculum	Satisfactory
Staff	
Standard 6: Quality of the staff	Good
Services and facilities	
Standard 7: Housing and infrastructure	Satisfactory
Standard 8: Tutoring and information	Satisfactory
Quality assurance	
Standard 9: Evaluations	Good
Assessment	
Standard 10: Assessment system	Satisfactory
Achieved learning outcomes	
Standard 11: Learning outcomes	Good
Overall judgement	Satisfactory

ANNEX II The course's learning objectives

PROFILE: THEOLOGICAL EDUCATOR

Characteristics

The most important characteristics of the Theological Educator are these. A teacher who:

- teaches in relationship and community with students at the BTh level
- has a zeal for development of students in the first cycle of higher education
- has a conviction of vocation, recognizes rewards, and is willing to make the sacrifices required to excel in the profession of training students at the BTh level
- has extensive biblical and theological understanding and can apply that knowledge to set boundaries and solve problems in churches
- is committed to life-long learning in the field and conducts independent research on essential and emergent topics in the domain
- has discernment interpersonally, interculturally, institutionally, and theologically models the moral and ethical standards of the Christian life
- integrates knowledge from several disciplines and formulates courses of action in new environments
- is able to communicate theological truth unambiguously while paying attention to different cultures
- has a heart for Christian outreach and discipleship

Key Abilities and Functions

The above characteristics manifest themselves in the following abilities and functions:

- teaches in relationship and community with students at the BTh level
 - A. sensitively and humbly assesses students' personal and professional situations, formulates courses of action to develop relationship with students
- has a zeal for development of students in the first cycle of higher education
 - A. teaches with enthusiasm and sound pedagogy
- has a conviction of vocation, recognizes rewards, and is willing to make the sacrifices required to excel in the profession of training students at the BTh level
 - A. inspires conviction of vocation in students
- has extensive biblical and theological understanding and can apply that knowledge to set boundaries and solve problems in churches
 - A. identifies and articulates the limits of theological diversity within an organization/among organizations
 - B. persuades, coaches, and corrects students in the area of liturgy and practice and helps them understand acceptable limits to diversity in this area
 - C. identifies and evaluates personal, spiritual, moral, and financial problems among students and provides correction, nurture, and care for them
- is committed to life-long learning in the field and conducts independent research on essential and emergent topics
 - A. applies strategies for life-long knowledge, character development, and spiritual formation
 - B. uses tools for independent inquiry to acquire further theological knowledge
 - C. identifies fresh areas for Christian dialogue and research and undertakes them
 - D. is able to exegete culture and apply the results within a theological framework
- has discernment interpersonally, interculturally, institutionally, and theologically
 - A. assesses spiritual maturity in self and students, offers critique, and develops personal courses of correction
- models the moral and ethical standards of the Christian life
 - A. understands rationale for, can articulate boundaries on behaviour, and models appropriate relationships with opposite/same gender and in family
 - B. teaches, persuades, counsels, and acts as an advocate for the family in classroom teaching

- integrates knowledge from several disciplines and formulates courses of action in new environments
 - A. exhibits a sound integration of worldview and biblical theology with awareness of the impact of cross-culturalism, globalization, and urbanization on the church and formulates strategies for teaching and encouraging change
 - B. contributes to the development of Christian higher education programs in his tradition and geographic region
- Is able to teach with the implications of evangelism and discipleship in mind
 - A. is able to encourage leaders in the work of evangelism and discipleship
 - B. is able to communicate a clear vision about reaching others while showing care for those within the church is able to train others practically for the work of outreach

PROFILE: LEADER / PASTOR-OF-PASTORS

Characteristics

The most important characteristics of the Leader/Pastor-of-pastors are these. A person who:

- has a conviction of vocation, recognizes rewards, and is willing to make the sacrifices required to excel in the profession
- has extensive biblical and theological understanding and can apply that knowledge to set boundaries and solve problems in churches
- is committed to life-long learning in the field and conducts independent research on essential and emergent topics
- has discernment interpersonally, interculturally, institutionally and theologically
- models the moral and ethical standards of the Christian life
- integrates knowledge from several disciplines and formulates courses of action in new environments
- skilfully applies integrated knowledge to organizational leadership and dynamics
- communicates direction, vision, standards, persuasively and unambiguously paying attention to different cultures
- works effectively in teams, but is able to act autonomously when required to do so
- has a pioneering spirit in Christian outreach

Key Abilities and Functions

The above characteristics manifest themselves in the following abilities and functions:

- has a conviction of vocation, recognizes rewards, and is willing to make the sacrifices required to excel in the profession
 - A. articulates and acts on values concerning the necessity and gravity of, and the costs/sacrifices and the ethical mandates required by the profession
 - B. expresses a personal vocation through changing life circumstances and assesses various forms of feedback concerning it
 - C. evaluates, selects and recruits talented people to full-time Christian work
- has extensive biblical and theological understanding and can apply that knowledge to set boundaries and solve problems in churches
 - A. identifies and articulates the limits of theological diversity within an organization/among organizations
 - B. persuades, coaches, and corrects subordinate leaders in the area of liturgy and practice and determines acceptable limits to diversity in this area
 - C. identifies and evaluates personal, spiritual, moral, and financial problems among subordinate leaders and provides correction, nurture and care for subordinate leaders
- is committed to life-long learning in the field and conducts independent research on essential and emergent topics
 - A. applies strategies for life-long knowledge and character development, and spiritual formation

- B. uses tools for independent inquiry to acquire further theological knowledge
- C. identifies fresh areas for Christian dialogue and research and undertakes them
- D. is able to exegete culture and apply the results within a theological framework to the life of the institution
- has discernment interpersonally, interculturally, institutionally, and theologically
 - A. assesses spiritual maturity in self and others, offers critique and develops personal courses of correction
 - B. in concert with subordinates, formulates, articulates and can direct a vision for the organization's future in changing environments
 - C. finds new and creative ways to connect areas of responsibility to the wider globalized Christian movement
 - D. is able to initiate outreach activities and pioneer new ventures
- models the moral and ethical standards of the Christian life
 - A. understands rationale for, can articulate boundaries on behaviour, and models appropriate relationships with opposite/same gender and in family
 - B. teaches, persuades, counsels, and acts as an advocate for the family throughout the wider organization
- integrates knowledge from several disciplines and formulates courses of action in new environments
 - A. exhibits a sound integration of worldview and biblical theology with awareness of the impact of cross-culturalism, globalization, and urbanization on the church and formulates strategies for change
 - B. leads those under his responsibility in engagement with secular society through the proclamation of the Christian message, compassion, including advocacy, development, and social justice
- skilfully applies integrated knowledge to organizational leadership and dynamics
 - A. gives general oversight to those tasked with financial/facilities/personnel management
 - B. assesses general management climate and effectiveness of organization
- communicates direction, vision, and standards persuasively and unambiguously
 - A. inspires conviction in subordinate full-time workers by example and motivates them for vocational Christian work
 - B. possesses a strong personal knowledge base including knowledge of Christian Scripture, Trinitarian dogma, evangelical doctrine and historical theology, identifies and articulates distinctions among them and applies such knowledge to the creation of standards and courses-of-action for the organization
- works effectively in teams, but is able to act autonomously when required to do so
 - A. identifies, develops, and mentors current leaders in several locales
 - B. discerns nature, objectives, and manning for various kinds of teams and establishes them to accomplish objectives
- is able to initiate outreach and evaluate the relationship between outreach and care for church attenders
 - A. is able to work at a strategic level to bring people into the church while at the same time caring for those in the church
 - B. is able to communicate a clear vision about reaching others
 - C. is able to train others to do the work of outreach

ANNEX III Overview of the program

YEAR ONE 56

Summer

Elementary Greek NT 510 - Prerequisite

Fall

Intermediate Greek NT 620	3
Elementary Hebrew OT 610	8
Research Methods TH 900	3
Bibliology ST 510	3
Cross Cultural Christianity IC 775	3
Mentoring PM 505	1
Elective	3

Winter

Ecclesiology ST 710	3
Preaching Christ in a Postmodern Culture IC 672	3
Thesis Prospectus A TH 950A	2

Spring

Intermediate Hebrew OT 620	8
Hebrew Exegesis: OT Narrative OT 740	3
Personal Leadership Development PM 500	3
Greek Exegesis: Gospels NT 740	5
Thesis Prospectus B TH 950B	1
Foundations for Theology ST 520B	3
Mentoring PM 505	1
Elective	3

Summary

Biblical Studies (Language 16; Biblical Courses 18)	34
Systematic Theology and Church History	17
Intercultural Studies and Practical Ministry	19
Thesis	31
Electives	12
Mentoring and Internship	7

YEAR TWO 64

Summer

Thesis Writing A TH 960 10

Fall

Seminar A: Ethics of War, Peace & Peacemaking PA 830	5
Seminar B: Theology of Mission and Evangelism IC 835	5
Biblical Reading: Hebrew/Greek OT/NT 810	1
Thesis Writing B TH 970	5
Mentoring PM 505	1
Elective	3
Internship PM 805	3

Winter

Seminar C: Old Testament Theology OT 840	4
Thesis Writing C TH 980	5

Spring

Seminar D: New Testament Theology NT 830	5
Seminar E: Developing Healthy Churches PM 835	5
Thesis Writing and Defense TH 999	5
Pneumatology ST 810	3
Mentoring PM 505	1
Elective	3

ANNEX IV Programme of site-visit

Programme: Master of Evangelical Theology

Date: 4 November 2015

Location: Tyndale, Egelantierstraat 1, Badhoevedorp

Time	Auditees	Topics
08.00 – 08.10	Reception by school management	▪ establishing of agenda
08.10 – 09.00	Preparatory meeting panel members	
09.00 – 09.45	<p>School Management and Programme management</p> <p>Mark Garavaglia, President Jim Dahl, VP of Academic Affairs Alex Stewart, Academic Dean Nenad Tunguz, VP of Operations and Administration</p>	<ul style="list-style-type: none"> ▪ mission & strategy ▪ developments in professional field ▪ market position / competitive position ▪ education performance / success rate ▪ interaction with professional field / ▪ customer relationship management ▪ curriculum development ▪ international focus ▪ intrinsic backbone of the programme's ▪ contents ▪ distinctive features of the programme ▪ (applied) research & development ▪ personnel management / staff policy ▪ grounding of the domain quality assurance policy
09.45 – 10.00	Break/panel retrospective	
10.00 – 11.00	<p>Teaching staff members Including co-ordinators, a member of the Curriculum Advisory Board (curriculumcommissie), research staff, faculty member of the study council (opleidingscommissie)</p> <p><i>Maximum of 8 people</i></p> <p>Drake Williams, Chair, Biblical and Exegetical Studies, Professor of NT Language and Literature Tom Marinello, Professor of Systematic and Historical Theology Peter Hays, Associate Professor of Systematic Theology, Chaplain Szaszi Bene, Assistant Professor of Biblical Theology, Director of Internships Phil Gottschalk, Chair, Theological and Historical Studies, Associate Professor of Apologetics and Philosophy, Thesis Director Linda Gottschalk, Instructor of Writing and Research, Librarian Jim Dahl, Chair & Associate Professor of Intercultural Studies and Practical Ministries</p>	<ul style="list-style-type: none"> ▪ curriculum development ▪ involvement professional field ▪ intrinsic backbone of the programme's ▪ contents ▪ distinctive features of the programme ▪ practical components ▪ learning assessment (methods, standards, parties involved, scoring & feedback) ▪ tutoring ▪ (applied) research & development ▪ education performance / success rate ▪ interaction with the management
11.00 – 11.15	Break/panel retrospective	

Time	Auditees	Topics
11.15 – 12.15	<p>Students (1st – 2nd -3rd – 4th year) At least one student member of the study council (opleidingscommissie)</p> <p><i>Maximum of 8 people</i> Kai Maaß – VP of Student Body, Year 2 Vlad Lavrushko – Year 1 Maxwell Addi – Year 2 Lauren Dahl – Year 1 Harris Yfantidis – Year 2 Piet Grim – Year 1 Stathis Yfantidis – Year 2</p>	<ul style="list-style-type: none"> ▪ quality of teachers ▪ information and communication facilities ▪ learning assessment / feedback ▪ tutoring (incl. practical periods) ▪ feasibility and workload ▪ educational facilities ▪ final projects/exams ▪ student participation in the school’s decision making
12.15 – 13.00	Lunch / Panel retrospective / Review of additional documents	
13.00 – 13.45 <i>Parallel sessions</i>	<p>Consultation session for students and teaching staff</p> <p>Tour around the school (25 min.) and at random classroom visits (20 min.)</p>	<ul style="list-style-type: none"> ▪ demonstration of blackboard ▪ specifically library, media centre and classroom facilities
13.45 – 14.30 <i>Parallel sessions</i>	<p>Quality assurance staff members</p> <p>Mark Garavaglia Jim Dahl Alex Stewart Nenad Tunguz</p> <p>Review of additional documents</p>	<ul style="list-style-type: none"> ▪ evaluation results ▪ measures for improvement ▪ involvement stakeholders ▪ internal monitoring and reporting
14.30-14.45	Break/panel retrospective	
14.45-15.30	<p>Assessment system and Examination Board</p> <p><i>Preferably including chairman, external member</i></p> <p>Jim Dahl - chairman Alex Stewart Phil Gottschalk Szasi Bene Rachel Dority, Registrar There is no external member</p>	<ul style="list-style-type: none"> ▪ quality assurance learning assessment ▪ achievement of intended learning outcomes ▪ authority of the examination board ▪ relation to the management ▪ assessment: involvement of the professional field assessment expertise
15.30-15.45	Break/panel retrospective	

Time	Auditees	Topics
15.45 – 16.30	<p>Field representatives and alumni Including member(s) of the Program Advisory Committee (werkveldadviesraad)</p> <p><i>Maximum of 8 people</i></p> <p>PAC: Arie Reitsema, Pastor Emeritus, Nederlands Gereformeerde Kerk Rien van der Toorn, Lecturer and Dean of Global Studies at Foundation University Robert Calvert, Minister, The Steeple Church, Dundee, Scotland</p> <p>MET Alumni: Maurits Luth, Minister, Baptist Church Adeshina Jayeola, Advanced Graduate Studies – Tilburg University Tommi Koivunen – (via skype) Director of Youth Ministry for the Evangelical Free Church of Finland</p> <p>Board Member and MDiv Alumnus: Sander van Muijen</p>	<ul style="list-style-type: none"> ▪ mission & strategy ▪ developments in professional field ▪ market position / competitive position ▪ education performance /output/ success rate ▪ interaction with professional field / customer relationship management ▪ international focus
16.30 -16.45	Internal consultation and determine pending issues	
16.45 – 17:00	<p>Pending issues <i>(all conversation partners are available)</i></p> <p>Review of additional documents</p>	
17.00-17.45	Panel retrospective <i>(determine overall assessment)</i>	
17.45	Feedback	

Approach

Selection of the delegations / the auditees

In compliance with the NVAO regulations the audit panel decided on the composition of the delegations (auditees) in consultation with the course management and on the basis of the points of focus that had arisen from the panel's analysis of the course documents prior to the audit.

An 'open consultation session' was scheduled as part of the site-visit programme. The panel verified that the scheduled times of the consultation session had been made public to all parties involved in the school community correctly and timely. No students or staff members attended the open consultation session.

Audit procedure

The following procedure was adopted. The panel studied the documents regarding the program (Annex II: Documents reviewed) and a number of theses. The panel secretary organised input from the auditors and distributed the preliminary findings among the panel members prior to the audit. (Annex III: Programme of the site visit).

The panel formulated its preliminary assessments per theme and standard immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the program documents.

The draft version of this report was circulated among the members of the panel for review and comments, and the final draft was subsequently forwarded to the institute to correct factual inaccuracies. The panel finalized the report on the 3rd of March 2016.

Assessment rules

The assessment panel judges the standards in the assessment framework according to the following assessment scale: unsatisfactory - satisfactory - good - excellent
For a positive final conclusion regarding the program, each theme must be judged as satisfactory.

The final conclusion regarding a program will always be "unsatisfactory" if standards 1, 10 or 11 are judged "unsatisfactory". In case of an unsatisfactory score on standard 1, NVAO cannot grant an improvement period.

The final conclusion regarding a program can only be "good" if at least five standards are judged "good"; one of these must be standard 11.

The final conclusion regarding a program can only be "excellent" if at least five standards are judged "excellent"; one of these must be standard 1.

The assessment panel has to demonstrate clearly how the assessment of the different standards led to its final conclusion concerning that theme. In other words, the panel has to clarify how – given the criteria in this accreditation framework and the reference framework employed – it has arrived at its assessment of a theme on the basis of the analyses of the underlying standards.

ANNEX V Documents examined

List of documents examined

- Critical Reflection – Tyndale 2015;
- Graduates and current professions
- Graduate profiles
- Matrices of professional domains and curriculum
- Course syllabi
- Program Advisory Board membership 2015
- Specific adjustments to curriculum from the PAC
- Changes to curriculum from faculty meetings or Examination Board
- Dublin Descriptors
- Class distribution by division
- TTS Catalog 2015-2016, revision 44
- Listing of core literature
- Chapel speakers seminar and colloquium lecturers
- Faculty areas of expertise for thesis supervision
- MET thesis topics, grades and readers
- Didactic concept
- MET Graduates who have pursued doctoral programs
- Faculty expertise handbook
- Research policy
- Library resources 2015
- Student redbook
- MET thesis guide
- Assessment policy
- Education regulations Q&R
- MET Graduates survey results
- Reports on consultations in relevant committees / bodies;
 - Annual Report of the Examination Board
 - Minutes of the stakeholder meetings
 - Minutes of the Professional Review Board
- A representative selection of actual tests administered:
 - Ethics
 - Validation exam Old Testament
 - Critical response examination
- The last two years (2013-2014 and 2014-2015) exactly 15 students graduated from the MET program. Therefore the panel picked all these 15 theses to examine. As Tyndale does not use student numbers - Tyndale only corresponds with and about students using their full name - we do not denote their names here for reasons of privacy. The names of students and projects are known to the panel members and panel secretary.

ANNEX VI Composition of the audit panel

Panel members	Expertise					
	auditing and quality assurance	education	professional field	discipline	International	student-related
Drs. G.J. Stoltenborg	X					
Prof. dr. W. Janse	x	X	x	X	X	
Dr. R. Erwich	x	X	X	X	X	
Mw. M. van der Herberg						X

co-ordinator/certified secretary
I.A.M. van der Hoorn, MSc

Succinct CVs of panel members and secretary/co-ordinator

1	Drs. Stoltenborg is a senior advisor at Hobéon. He frequently chairs program assessments of hbo-master and hbo-bachelor's programs.
2	Prof. dr. Janse is Dean of the Faculty of Theology and Vice-Rector of the Vrije Universiteit Amsterdam.
3	Dr. Erwich is 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). He is also pastoral supervisor and mediator in conflict situations within churches.
4	Ms. Van der Herberg is a student in the Master of Church Pastor at the Protestantse Theologische Universiteit.
5	Ms. Van der Hoorn is an advisor at Hobéon. She frequently participates in program assessments as NVAO registered co-ordinator.

On 15 October 2015 the NVAO endorsed the composition of the panel to assess the Master Evangelical Theology program of Tyndale Theological Seminary, registration 004262.

Prior to the audit all panel members undersigned declarations of independence and confidentiality which are in possession of the NVAO. This declaration certifies, among other things, that panel members do not currently maintain or have not maintained for the last five years any (family) connections or ties of a personal nature or as a researcher/teacher, professional or consultant with the institution in question, which could affect a fully independent judgement regarding the quality of the program in either a positive or negative sense.



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