

Tyndale Theological Seminary

Joint cyclical re-accreditation

based on ECTE and NVAO standards

December 2021

Administrative data

Institution

Tyndale Theological Seminary
Badhoevedorp

Programmes

Master of Evangelical Theology (croho/ISAT code 70152)
Master of Divinity
Location: Badhoevedorp
Variant: Fulltime

Visitation Evaluation Team

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Summary

Institution

Tyndale is an international theological seminary, founded by Greater Europe Mission, and an autonomous institution since 1989. The school has a clear vision and mission statement, which is regularly reviewed. The vision is made public and shared by staff, students and stakeholders (Identity and purpose). The organisational structure shows a well-defined distinction between governance (overall responsibility for the strategic course of the institution) and leadership and management (administration). Strategic planning is based on clearly formulated policies and is accountable to the school's mission statement as well as short and long-term development plans, but financial forecasting and procedures of fundraising should be considered strategically and more effectively. Feedback from students, alumni and other stakeholders is actively sought and Tyndale takes appropriate actions in response to the feedback provided (Governance and quality assurance).

The educational and administrative staff are well-qualified and sufficient in number. Tyndale has adequate policies for human resources and staff development. The problem of the gender disbalance has been addressed but not yet been solved. More concrete steps should be taken (Human resources). During the site visit the panel experienced the sense of community and observed the warm relationships between management, staff and students. Alumni are strong ambassadors (Community and context).

Tyndale offers a full range of educational resources, such as student services, study facilities and library. Staff and students prefer in-person classes over online education, but students would welcome further development of online tools and technology to support teaching inside and outside class and make it more dynamic (Educational resources). Tyndale has sufficient resources to sustain the school's mission and has strong fiscal and accounting procedures. The recent appointment of a development officer is commendable, as is the subcommittee of the board on fundraising and development (Finances and sustainability).

Programmes

Tyndale is completing the process of designing and implementing new graduate profiles for both the Master of Evangelical Theology (MET) and Master of Divinity (MDiv) programme, in order to guide the formulation of the intended learning outcomes: public theologian for MET and missional leader for MDiv. The MET profile has already been implemented and the MDiv profile will be finished soon. The learning outcomes of both programmes are at master's level and are in line with professional expectations, as confirmed by feedback from the Program Advisory Committee. The intended learning outcomes for the MET programme conform with the profile formulated for theological programmes at universities of applied sciences in the Netherlands (Intended learning outcomes).

Tyndale's programmes combine professional and research skills. Both programmes contain and certify practice-oriented components, which aim at gaining practical experience. At the same time the programmes give credits to training in research skills and research activities. Compared to MDiv, the MET programme places greater emphasis on the development of evaluative abilities and research skills. In preparation of their thesis research students follow a newly designed course in data collection and analysis, including research ethics (Curriculum; orientation). The curricula of the programmes are organised in a logical progression, based on the graduate profiles, with a cumulative effect leading to achieving the intended learning outcomes. When MDiv and MET students are in the same class, MET students have a higher workload and sometimes there is also a difference in course outcomes. Alumni think that in both programmes more attention for psychology and counselling

courses to help lead people would be welcome (Curriculum; content). Both programmes organise a student-centered learning process, partly by offering a large number of electives, modular and independent-study courses, partly through learning activities related to issues and problems of the student's home-context and also through the 'open-door' policy offering the possibility to discuss specific issues of a student's interest. The panel witnessed the lively interaction in classes (Curriculum; learning environment).

Tyndale has clear admission requirements and procedures. For MDiv no specific bachelor degree is required, for MET a specialist undergraduate degree is a requirement. Tyndale periodically (based on the needs of the students) organises a Preparatory Academic English programme for MDiv students. It also offers a summer course in Elementary Greek and a two-week Workshop for Academic Success, which includes an introduction to academic writing and an explanation of how to avoid plagiarism (Intake). Tyndale encourages its teachers to watch for students who are struggling and to provide remedial help if needed. All students are assigned to a mentor. Students report that they are very satisfied with the support of their mentor and the approachability of their teachers. Students can find all relevant information in the student handbook and the course syllabi (Tutoring).

Tyndale practices consistent and fair assessment procedures and uses a variety of assessment types. Assessment regulations are published in advance. Assessment procedures related to spiritual growth and character development could be described in more detail. The system of assessment meets quality standards of validity, reliability and transparency. The examination board should play a stronger role in assuring consistency in assessment quality standards across departments. Further professionalisation of teachers and examination board members in this area should be encouraged. Internal appeal procedures are available and implemented, but should also include an external appeal option (Student assessment). The panel reviewed fifteen MET theses and concludes that they reflect the expected master level. The quality ranges from satisfactory to excellent and this range is appropriately reflected in the grades. Alumni feedback and data on further study confirm that all graduates have achieved the intended learning outcomes. For the MDiv programme, the panel reviewed student papers for three core courses and concludes that they meet the expectations for a Master of Divinity (Achieved learning outcomes).

Conclusion

Both the institute and its programmes meet the accreditation standards. For further improvement the panel formulates the following recommendations:

1. Take concrete steps to address and solve the gender disbalance;
2. Develop a more strategic approach of fundraising, e.g. for the proposed extension to the building;
3. Strengthen the monitoring role of the examination board;
4. Ensure further assessment professionalisation of teachers and examination board members;
5. Organise an external appeal board in addition to the internal arrangements.

The panel concludes that Tyndale meets all ECTE and NVAO standards related to the institutional level. The MDiv and MET programmes meet the ECTE programme standards and the MET programme also meets the NVAO standards. The panel advises the board of ECTE and the board of NVAO to take a positive accreditation decision.

On behalf of the panel,

Utrecht, December 2021

Parush R. Parushev, PhD, CSc (chair)

Marianne van der Weiden, PhD (secretary)

Assessment Overview

Institution	ECTE	NVAO
A.1 identity and purpose	Full compliance	--
A.2 Governance and quality assurance	Substantial compliance	Meets the standard
A.3 Human resources	Full compliance	Meets the standard
A.4 Community and context	Full compliance	--
A.5 Educational resources	Full compliance	Meets the standard
A.6 Financial sustainability	Full compliance	--
Overall assessment	Positive	Positive
Programme		
Master of Evangelical Theology		
B.1 Intended learning outcomes	Full compliance	Meets the standard
B.2 Curriculum; orientation	Full compliance	Meets the standard
B.3 Curriculum; content	Full compliance	Meets the standard
B.4 Curriculum; learning environment	Full compliance	Meets the standard
B.5 Intake	Full compliance	Meets the standard
B.8 Tutoring	Full compliance	Meets the standard
B.10 Student assessment	Substantial compliance	Meets the standard
B.11 Achieved learning outcomes	Full compliance	Meets the standard
Overall assessment	Positive	Positive
Master of Divinity		
B.1 Intended learning outcomes	Full compliance	--
B.2 Curriculum; orientation	Full compliance	--
B.3 Curriculum; content	Full compliance	--
B.4 Curriculum; learning environment	Full compliance	--
B.5 Intake	Full compliance	--
B.8 Tutoring	Full compliance	--
B.10 Student assessment	Substantial compliance	--
B.11 Achieved learning outcomes	Full compliance	--
Overall assessment	Positive	--

Introduction

The institution

Tyndale Theological Seminary (hereafter: Tyndale) was established in 1983 by the North American missionary agency, Greater Europe Mission. It was registered as a not-for-profit foundation (stichting) in Badhoevedorp for the purpose of theological training on a master's level through an English language programme on the European continent. The first year of classes at Tyndale was 1985. In 1989 Tyndale was granted an 'affiliate' relationship with Greater Europe Mission. It then became an autonomous institution with its own Board of Directors.

From its beginning, Tyndale has attracted international students. During its 36 years of operation, Tyndale has enrolled 1,394 students from 6 continents and 83 countries. To date, there have been 325 degrees and 75 certificates conferred. Since 2014, 29 MET students were enrolled, of whom 25 graduated or are still enrolled. For MDiv, 71 students were enrolled and 55 of these graduated or are still studying.

Programmes

Tyndale offers two master programmes: the Master of Evangelical Theology (hereafter: MET) and the Master of Divinity (hereafter: MDiv). MET is a two-year professional master's programme (120 EC), primarily designed to equip students for ministry roles. MET is a second-cycle, consecutive theological degree. It, therefore, requires a bachelor's degree in a relevant discipline from incoming students and includes a thesis component. MDiv is a three-year professional degree (180 EC) and combines a breadth of theological studies along with an emphasis on a variety of ministry courses. It is a non-consecutive degree, designed for graduates from different fields of study and, therefore, does not require a prior bachelor's degree in biblical, theological and/or ministerial studies.

Accreditation history

Tyndale and its two master's programmes were visited by an evaluation team of the EEAA (European Evangelical Accreditation Association, now the ECTE, European Council for Theological Education) on 9 November 2016. Based on the positive advice of this team, accreditation for the institution and the two programmes was approved on 19 May 2017.

The MET programme was officially accredited by the NVAO (Nederlands-Vlaamse Accreditatie Organisatie, Dutch-Flemish Accreditation Organisation) on 31 August 2016, based on an accreditation visit on 4 November 2015.

Joint accreditation

Tyndale decided to look into the possibility of combining the two accreditation procedures and requested a joint accreditation visit by both organisations for its cyclical reviews due around the end of 2021. The approach to accreditation of both organisations is very similar in that it is based on the objectives of the institution and its educational philosophy but also requires adherence to supra-organisational standards. ECTE would be re-accrediting the institution, the MDiv and the MET programmes, NVAO would be re-accrediting the MET programme. Both ECTE and NVAO agreed that this would be acceptable, on the condition that all accreditation standards of both organisations were included. A joint Self-evaluation report (SER) was deemed feasible: whereas ECTE tends more towards demonstrating compliance, NVAO expects also an element of critical reflection in the SER, which should be present in the joint SER, as this can be regarded as good practice in accreditation processes.

Joint standards

There is a very significant correlation between the two sets of standards. As a general statement, NVAO standards are short and concentrate on what is to be achieved; ECTE also tends to prescribe how to achieve this. It was decided to construct the joint standards in two sections, institutional standards and programme standards. For the institutional standards, the ECTE standards were taken as the starting point, with clear references to each of the NVAO standards they are deemed to contain. This means a joint standard in ECTE wording cannot be considered to have been achieved until all the listed standards of NVAO deemed to be included in that ECTE standard are also assessed positively. Likewise, at the programme level, the NVAO standards were the starting point, with clear references to each of the ECTE standards they are deemed to contain. This means a joint standard in NVAO wording cannot be considered to have been achieved until all the listed standards of ECTE deemed to be included in that ECTE standard are also assessed positively. The complete set of joint standards was approved by both ECTE and NVAO and can be found in appendix 1.

Joint panel composition

Both organisations have guidelines for the panel composition which are fairly comparable. By appointing two panel members based on either system Tyndale could assure that all qualifications needed are met. The chair was appointed by ECTE. He is experienced and knowledgeable in the ECTE system of accreditation, and was introduced to the NVAO framework in a training session. The panel was supported by an NVAO certified secretary with experience in combined accreditation procedures. To make sure that the report meets ECTE standards, she cooperated with an ECTE staff member. Finally, a student member was appointed, in line with NVAO requirements. Both ECTE and NVAO approved the panel composition, which can be found in appendix 2.

Preparation

Tyndale provided the SER and appendices in a digitally secure environment. In the run-up to the site visit, the panel studied the self-evaluation report and reviewed assessments and theses. The panel's first impressions and questions were discussed in an online preparatory panel meeting on 27 October 2021. In this meeting, both ECTE and NVAO frameworks were explained. The panel confirmed its joint responsibility for all aspects of the Tyndale assessment, regardless of each member's previous experience with either ECTE or NVAO. Based on the discussions in the preparatory meeting, the panel requested additional documents for further clarification and preparation. The findings of the SER and additional documents as well as the results of the review of assessments and theses were input for discussions during the site visit.

Site visit

The site visit was carried out on 21-23 November 2021 according to the programme presented in appendix 3. The meetings with the different groups of Tyndale representatives were fruitful and provided the panel with the necessary information. The panel appreciated the open atmosphere. The panel has made its assessment in an independent manner; at the end of the visit, the chair of the panel presented the initial findings of the panel to representatives of the institution.

Report

In this document, the panel reports on its findings, considerations and conclusions according to the joint standards agreed upon. All panel members commented on a first draft written by the secretary. The ECTE liaison staff member checked it against ECTE requirements. A final draft version of the report was then sent to Tyndale for a check on factual inaccuracies; its reactions have led to this final version of the report.

Development dialogue

Initiated by Tyndale, a development dialogue is planned on 14 February 2022. This is part of the NVAO accreditation framework and is intended to discuss any items for improvement with the panel, whose members are not only experts in their field, but – after the site visit - also fully aware of the institute's stage of development. The results of this development dialogue have no influence on the assessment presented in this report.

Standard A.1 Identity and purpose

ECTE: Institutions have clearly formulated statements of identity and purpose.

A.1.1 Identity	Full compliance
A.1.2 Legal and fiscal status	Full compliance
A.1.3 Vision and mission	Full compliance
A.1.4 Public information	Full compliance

Findings of the site visit

During the site visit the panel discussed the various items of this standard. The meetings made it evident that Tyndale's statements of identity and purpose are not only clearly formulated and publicly available, but are shared by all who are involved in the institute.

Identity

Tyndale understands itself as a provider of tertiary level evangelical theological education. The institution has a clearly articulated statement of faith. The commitment to this statement becomes apparent in the design of the seminary's curriculum. ECTE core values are endorsed and applied in learning activities and institutional arrangements. The strategic vision statement is publicly available.

Legal and fiscal status

The institution complies with the fiscal and financial regulations in the Netherlands. Tyndale understands and demonstrates in its documents that ECTE accreditation is for the purpose of international comparability and quality assurance, not for national degree recognition purposes. In its financial policies and procedures of fundraising it must take into consideration existing budget deficits and future capital extension.

Vision and mission

The school has a clear vision and mission statement which is regularly reviewed by leadership and stakeholders.

Public information

The vision and mission statement is regularly reviewed by the leadership. It reflects the identity of the institution. Healthy public relations and truthful publicity exist. Internal and external stakeholders give input.

Conclusion

The panel concludes that the institute has published documents which describe its identity and purpose in training students for their ministry. Tyndale fully complies with the ECTE standard on identity and purpose.

Standard A.2 Governance and quality assurance

ECTE: Institutions have appropriate and effective governance and quality assurance structures.

A.2.1 Governance	Full compliance
A.2.2 Leadership and management	Full compliance
A.2.3 Decision-making structures	Full compliance
A.2.4 Strategic planning	Substantial compliance
A.2.5 Internal quality assurance policies and procedures	Substantial compliance
A.2.6 Cyclical external quality assurance	Full compliance
B.2.8 Monitoring processes	Full compliance
B.3.5 Delivery feedback	Full compliance

NVAO: standard 9 Quality assurance Meets the standard

The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.

Findings of the site visit

The Board of Directors have ultimate responsibility for the school, its academic functioning, allegiance to the school's vision and mission and financial sustainability. The number of Dutch members has been gradually increased to four (out of seventeen). The intention is to increase this further, to strengthen the relationship with the local context. Continuity in membership is strong. Although such long-serving members provide wisdom, the option has been discussed to have board members serve for six years, with the possibility of re-appointment for a third term after being off the board for one term. A strong bond with the institute is also achieved because five or six board members are former teachers or alumni. Board members participate in relevant subcommittees, such as on fund development. The panel was reassured that the current financial position is under control, but feels that a more strategic approach of fundraising, e.g. for the proposed extension to the building, is possible.

The president is the chief executive officer at Tyndale, working closely together with the management team in which academic and non-academic staff are represented. The president strives for unanimous decision-making in the management team, which is virtually always the case.

Feedback from students, alumni and other stakeholders is actively sought: students are asked to evaluate their courses at the end of each semester, alumni receive periodic surveys, and Tyndale has an active Program Advisory Committee. The student body president writes an annual report to the board on behalf of the students and presents this in person at a board meeting. In addition to the formal evaluation procedures, teachers informed the panel that they have informal meetings with students as well, e.g. over lunch or after class, to solicit comments. They feel that these informal contacts provide them with excellent feedback. Teachers welcome feedback not only from their students, but also from their colleagues: within departments, teachers conduct class visits to each other's classes, and examinations are checked by peers (four-eyes principle) before they are given to students. Tyndale takes actions in response to the feedback provided, such as the improvement of students' participation in the main governing bodies of Tyndale, following a recommendation of the ECTE re-accreditation in 2016/2017. The monitoring role of the examination board should be improved (see standard B.10).

Governance

The governance structure is set forth in the seminary bylaws and Quality Manual. The institution has appropriate bodies of governance in the board and its diverse stakeholders. These bodies are firmly committed to the school's vision and mission. The management of the seminary is performed by the president and management team (SER p. 7). The school's executive leadership is accountable to the board. Stability of membership of the board, of faculty and staff can be observed. Gender disbalance is still an issue, recognised by all involved. The panel would welcome concrete steps to address and solve this. The panel appreciates the president's perspective to limit the terms of board membership.

Leadership and management

The organisational structure of Tyndale seminary shows evidence of a clear distinction between governance (overall responsibility for the strategic course of the institution) and leadership and management (administration).

Decision-making structures

The governance and leadership structures allow participation and feedback from stakeholders, alumni, donors, churches.

Strategic planning

Strategic planning is based on clearly formulated policies and is accountable to the school's mission statement as well as short and long-term development plans. Financial forecasting must definitely be part of such planning.

Internal quality assurance policies and procedures

Internal quality assessment procedures are in place and implemented. The school's board, the school's leadership, the examination board, administration, stakeholders and student representatives have their share in internal quality assurance. Although the ambition of unanimous decision-making in the management team is good, it should be clear that the ultimate accountability for the quality of education remains the president's responsibility. The leadership of the examination board in monitoring the quality of assessment should be strengthened.

Cyclical external quality assurance

Tyndale undergoes cyclical institutional and programme assessment (ECTE and NVAO) and reports annually to ECTE in an Annual Progress Report. Its legal status is clear. The school complies with the legal and financial regulations of the Dutch government.

Monitoring processes

Tyndale has regular monitoring and review processes to ensure that its programmes achieve the intended outcomes. Feedback from alumni and the Program Advisory Committee is collected, analysed and used to adapt, update and modify the programmes.

Delivery feedback

Students are invited each semester to comment on module delivery, quality of teaching methodologies and overall design effectiveness of their programme.

Conclusion

The panel concludes that Tyndale seminary has appropriate and effective governance structures. Financial forecasting and procedures of fundraising should be considered strategically and more effectively. The internal quality assurance leaves some room for development.

Tyndale substantially meets the ECTE standard on governance and quality assurance and meets the NVAO standard on quality assurance.

Standard A.3 Human resources

ECTE: Human resources in institutions are fit for purpose and managed for flourishing.

A.3.1 Human resources Full compliance

A.3.2 Non-educational staff Full compliance

A.3.3 Educational staff Full compliance

A.3.4 HR policies and procedures Full compliance

NVAO: standard 6: Staff Meets the standard

The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.

Findings of the site visit

Tyndale advertises any staff vacancies publicly and has thorough procedures to make sure that a new staff member and Tyndale are a good match. The gender disbalance remains a persistent problem and needs continued attention. The number of non-American resident and associate faculty members is still low, despite efforts to recruit a wider range. Academic staff are encouraged to attend conferences and have the possibility of regular sabbaticals. The panel heard that these facilities are well-used.

At the end of each year, the Academic Dean has evaluation meetings with all teaching staff members, using student feedback on the teacher's courses and discussing ambitions and possibilities of further development. New staff members feel properly introduced to what is expected from them. New teachers and visiting professors submit the syllabus for their first class to a more experienced staff member. This ensures that they teach within what is expected, e.g. regarding the reading load in a course. Practices of faculty development are clearly stated, improved, enriched and encouraged since the last accreditation cycle. Staff development at team level is organised in faculty work days. Items on the agenda are e.g. online education, training in Turnitin software, the four-eyes principle and student workload. The panel received a list of all faculty work days since 2015.

Human resources

The institution considers its personnel as its first responsibility. The human resources of Tyndale are sufficient to implement its educational and administrative goals. The faculty is sufficient in number. Faculty research is encouraged. Tyndale shows an awareness for faculty succession and replacement. Individual workloads fit ECTE standards. Major courses are taught by full-time faculty members. However, a lack of gender balance is obvious. As Tyndale is a US foundation most of the lecturers come from the US, but most of them are living in the Netherlands. The school is aware that the internationalisation of academic and administrative staff needs some work. Progress has been made and a further broadening of staff's background is a point on the school's agenda. Tyndale met the ECTE recommendation from the previous re-accreditation to increase the number of residential faculty (from 9 to 14).

Non-educational staff

The non-educational staff is well qualified for its tasks and supports the basic convictions of the school. Transparent and fair procedures for staff recruitment and job contracts are in place.

Educational staff

The educational staff are well qualified for all their responsibilities. They have the required academic qualifications for their level of teaching. Additional qualifications in social science, psychology and pedagogy could be desirable. Plans for ongoing further training exist. All faculty members strive to set an example of Christian behaviour. They have a good standing in the national context of theological seminaries. They communicate regularly with evangelical schools in Europe and beyond. Workloads are monitored and have a balance of teaching, administrative and research responsibilities.

HR policies and procedures

Tyndale has policies for staff development, social care, salary schemes, employment and dismissal. They exist in written form.

Conclusion

The panel concludes that Tyndale's human resources are well qualified and fit for purpose.

Possibilities for further development exist. Steps towards gender balance should be considered. The problem has been addressed but has not yet been solved.

Tyndale fully complies with the ECTE standard on human resources and meets the NVAO standard on staff.

Standard A.4 Community and context

ECTE: Institutions display healthy community dynamics in active response to context.

A.4.1 Learning community	Full compliance
A.4.2 Stakeholder community	Full compliance
A.4.3 Civil community	Full compliance
A.4.4 Communication	Full compliance

Findings of the site visit

During the site visit the panel experienced the sense of community and observed the warm relationships between management, staff and students. Alumni remain linked to the institute: some come back to serve on the board or as a staff member, and many spread the word about Tyndale to potential students.

Learning community

Community life is emphasised and central in the theological education at Tyndale seminary. There is a positive atmosphere about the community life. Ethical codes and disciplinary regulations exist in written form and are implemented.

Stakeholder community

Living relations and partnerships exist between the theological seminary, its stakeholders, with alumni, churches and donors. A new position has been created: the Alumni and Student Recruitment Coordinator. The alumni network is helpful in bringing in new students by word of mouth. The school has gained the respect of other church-minded schools. It has institutional relations with like-minded schools, especially in Germany.

Civil community

The school seeks to be in good contact with the local community, civil authorities and educational institutions of higher education.

Communication

Truthful communication with staff, students and the community beyond is supported by the publication of staff and student handbooks, budgets and written policies in all areas of the institution.

Conclusion

The school fosters healthy community life and seeks truthful communication within its educational community and with civil and theological institutions in their context. Tyndale fully complies with the ECTE standard on community and context.

Standard A.5 Educational resources

ECTE: Institutions have educational resources that support their mission and strategy

A.5.1 Student services	Full compliance
A.5.2 Study facilities	Full compliance
A.5.3 Library/learning resource centres	Full compliance
A.5.4 Information management	Full compliance
A.5.5 Information Technology	Full compliance
A.5.6 Virtual Learning Environments and educational resources	Substantial compliance

NVAO: standard 7: Facilities

Meets the standard

The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.

Findings of the site visit

A tour through the building showed the panel the good quality of the facilities: offices, classrooms, library, chapel, cafeteria and dormitories. An architectural plan has been drawn up for an extension of the main building and the dormitories, but the necessary fundraising campaign has not yet started due to the corona pandemic. Recreational and sports facilities could further enhance student life. The website mentions that Tyndale endeavours to provide assistance to students with functional impairments or physical handicaps. Students informed the panel that they are not aware of formal facilities for students with special needs, but they feel they can always contact a teacher and help will be available for whoever needs it. Tyndale has appointed two independent ombudsmen to handle any grievances that cannot be solved within the institute. Students and staff know they can find this information in the handbooks, but so far have not felt the need to use this possibility. The Record Retention Policy is consistent with the General Data Protection Regulation (GDPR).

After having set up online teaching during the corona pandemic, the current discussion in Tyndale is whether this should be continued and how it fits in the Tyndale educational philosophy with its strong focus on building a learning community. Students would welcome and benefit from the continuation of some of the tools for distance learning. This would especially be helpful for part-time students and students in the preparatory programme. The use of an electronic platform and digital/online tools could also be beneficial for more dynamic teaching.

Student services

Students are informed of existing student services. The educational profile of the institution emphasises student-centred learning and diverse methods of learning and teaching, although further improvement is encouraged, especially because of the institute's large potential in this area. Each student is assigned to a faculty academic advisor and to a mentor group. In these groups students can discuss questions on the campus or their classes. Placement opportunities for graduates should be carefully studied.

Study facilities

The institution provides appropriate space for educational activities. Facilities for recreational activities could be developed, e.g. through linking with neighbouring educational institutes and using their facilities. Building, furnishing and IT provision are fit for purpose and meet national building regulations. The institution is located near Schiphol airport and has easy access.

Library/learning resource centres

The library holdings and available journals meet standards for master level programmes (25,539 books). A library manual is issued to students. The librarian has presented a library development plan. The librarian has ended subscription to hard-copy journals, because online journals are much easier to access. The librarian has completed an online certificate course in Library Management. Students have access to the Royal Library (*Koninklijke Bibliotheek*, KB) and the libraries of the Vrije Universiteit Amsterdam and the International Baptist Theological Study Centre (IBTSC). MET students have a budget to buy books for their thesis project.

Information management

Appropriate record-keeping of contact information, student files, grades and transcripts, finances and former graduates is in place.

Information Technology

Information technology is employed in the service of the educational and administrative vision and mission of the institution.

Virtual Learning Environments and educational resources

The Board of Directors is considering the use of online education at Tyndale. Students find remote learning not as good as in-person classes, but would welcome further development of online tools and technology to support teaching inside and outside class to make it more dynamic and diversified.

Conclusion

The institution has well developed educational resources that support their mission and strategy. The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curricula. Tyndale fully complies with the ECTE standard on educational resources and meets the NVAO standard on facilities.

Standard A.6 Finances and sustainability

ECTE: Institutions have suitable financial potential, planning, policies and procedures.

A.6.1 Financial potential and planning	Full compliance
A.6.2 Financial policies and procedures	Full compliance
A.6.3 Sustainability	Full compliance
A.6.4 Remuneration and fees	Full compliance
A.6.5 Fundraising	Full compliance

Findings of the site visit

The panel's question about the recent deficit was answered to satisfaction, the explanation being that it is mainly due to depreciation. The panel commends Tyndale for the investment in fund development and training of staff and board. The board actively supports the efforts for strategic fundraising. The panel also notes with appreciation the high level of scholarship availability for students with limited financial means.

Financial potential and planning

The institution claims that it has sufficient resources to sustain the school's mission. Since the last re-accreditation by ECTE (EAAA) the school has made significant progress in fund raising policies.

Financial policies and procedures

Tyndale has strong fiscal and accounting procedures. The school's financial procedures and records have been audited by the Dutch tax authorities with a favourable report. All student fees are transparent and made public.

Sustainability

The school has sufficient financial resources and has given satisfactory explanations for the recent deficit.

Remuneration and fees

Staff and faculty salaries and social services are appropriate and student fees are transparent. All salaries and fees are reviewed regularly.

Fundraising

Fundraising procedures are in accordance with ECTE regulations. Recent appointment of a development officer is commendable, as is the subcommittee of the board on fundraising and development.

Conclusion

Financial planning and procedures are suitable and in line with ECTE regulations. Tyndale fully complies with the ECTE standard on finances and sustainability.

Standard B.1 Intended learning outcomes

NVAO: standard 1: Intended learning outcomes	Meets the standard
The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.	
ECTE:	
B.1.1 Holistic integration	Full compliance
B.1.4 Academic achievement	Full compliance
B.2.1 Design and approval processes	Full compliance
B.2.2 Outcomes and fitness for purpose	Substantial compliance
B.5.1 Qualification nomenclature	Full compliance

Findings of the site visit

In order to guide the formulation of the intended learning outcomes, Tyndale has defined new graduate profiles for both the MET and MDiv programme. Input was sought from the students, faculty, board and the Program Advisory Committee.

The MET profile is that of a ‘public theologian’: since the fall term of 2021, the MET programme trains students who help the public to understand life and deal with its challenges. The graduate is a self-reflective practitioner of a theology-based ministry, and is committed to help others to be so as well. Students and alumni noted in their meetings with the panel that the professional practice of MET graduates is broader than serving in a ministry, but may also include work in education or business. Besides that, the MET programme is a door to further studies. The panel recognises that the overall framework of the MET curriculum, as outlined in the profile, is built upon a solid foundation. The core competences in the MET profile are in correspondence with those mentioned in the national professional profile (*landelijk beroepsprofiel*) for theology programmes of the Netherlands Association of Universities of Applied Sciences (*Vereniging Hogescholen*), which shows that the intended learning outcomes are in accordance with relevant professional standards. They reflect the master’s level as defined in the qualification framework of the European Higher Education Area (level 7, formerly the Dublin descriptors). The panel commends the programme for its solid knowledge base.

The graduate profile for the MDiv programme has been defined as ‘missional leader’, but has not yet been translated in intended learning outcomes and the curriculum. The alumni and Program Advisory Committee welcome the new graduate profiles and advise, in addition, to give students more insight in the possibilities they have after completing the MET and MDiv programmes. Relating the programmes to their national and local contexts can be a challenge. The panel thinks that having an explanatory document about the programme outcomes, such as is available for grading and ECTS in a diploma supplement, would be helpful.

Holistic integration

The MET degree is a two-year programme (120 ECTS) and builds on a bachelor’s degree in biblical, theological and ministerial studies. The new graduate profile of the MDiv programme has not yet been completed.

Tyndale integrates academically-focused and competence-oriented learning activities with spiritual formation and character education. Both programmes (MDiv and MET) have undergone a thorough

review since the last accreditation cycles. The MDiv programme is designed to prepare pastors, missionaries and Christian ministry staff. Since 2021, the MET programme trains students who help the public to understand life and deal with its challenges.

Academic achievement

The learning outcomes of both programmes are consistent with master's level work. Learning outcomes, activities and assessment tasks are aligned.

Both degrees meet the framework of qualifications in EHEA/Dublin Descriptors. Curricula and ECTS of the two programmes are broken down to the different departments of theology (SER p. 29). The curricula for both degree programmes start with foundational knowledge and methodological courses and build towards courses of analysis, research and application.

Design and approval processes

The institution has a clear process for design and approval of its programmes. The programmes are implemented after institutional approval and are regularly evaluated.

Graduate profiles in line with learning outcomes are designed and kept in the student files. The school uses ECTS for the value of students' work.

Outcomes and fitness for purpose

The school's programmes are designed to meet integrated learning outcomes which are fit for purpose. The achievement of these learning outcomes should be described in more detail, especially in the context of the students and graduates' geographic background and future ministerial service, particularly for MDiv students.

Qualification nomenclature

The qualification resulting from both programmes indicate comparability to the correct level of the national qualifications framework and to the Framework for Qualifications of the European Higher Education Area.

Conclusion

The school's programmes are designed to meet integrated learning outcomes which are fit for purpose. Both master's programmes fully comply with the relevant ECTE standards.

The intended learning outcomes of the MET programme tie in with the master level and professional orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements. The MET programme meets the NVAO standard on intended learning outcomes.

Standard B.2 Curriculum; orientation

NVAO: standard 2: Curriculum; orientation	Meets the standard
The curriculum enables the students to master appropriate (professional or academic) research and professional skills.	
ECTE:	
B.1.2 Spiritual formation	Full compliance
B.1.3 Character formation	Full compliance
B.1.5 Practical training	Full compliance
B.2.2 Outcomes and fitness for purpose	Full compliance
B.2.5 Content, level, feasibility and progression	Full compliance
B.2.7 Context	Full compliance

Findings of the site visit

Both the MET and the MDiv programme are designed as practical professional degrees for Christian ministry. The two curricula aim at a combination of research skills and professional skills in preparing students for the ministry. There is a particular focus on spiritual formation within the two programmes: mentoring is the key to spiritual formation and character development at Tyndale and is a continuous activity through the entire course of study of both the MDiv and MET programme. In both programmes the emphasis on the intercultural element is strong, which is fitting for the international student population.

In the MDiv programme the master level framework is appropriately applied through a balanced integration of the domains of knowledge, knowledge-based skills, evaluative abilities, communication and growth skills. The panel appreciates this as characteristic for master level professional study for ministry. The emphasis is on students' practical activities (including reflection/ evaluation of these activities) in the ministries of the local churches and their national context of ministry. MDiv students are encouraged to have an internship in their own home environment to learn contextually practical skills viable to their ministry after graduation.

The curriculum orientation of the MET programme is also designed to combine professional and research skills, but places greater emphasis on the development of evaluative abilities, communication and growth skills in conducting personal original research. It enables post-programme life-long learning, especially around critical thinking, research, analysis etc. In preparation of their thesis research students follow a newly designed course in data collection and analysis, including research ethics (such as asking permission to gather and publish data). The thesis component is relatively large (31 ECTS), suggesting an academic rather than a professional orientation. In their meetings with the panel, however, staff, students and alumni emphasised that the academic aspects are always discussed in relation to practical implications and that theory without application does not make sense for them. Alumni appreciate the methodological and content training and feel that the theological foundation is well applied. Teachers emphasise that they focus on the academic to get the practical side right. Regarding the practical component, Tyndale assumes that MET students have already completed a number of ministry courses in their first degree. The MET internship is currently done primarily at Tyndale, but this will change. The challenge is to find and train qualified and faithful supervisors. Quality assurance includes that students design a project before they go to their internship, are held accountable by the supervisor

in their workplace, and have to report back at the end. The teachers added that some courses have an external practical component as well, such as work in prisons or a youth camp.

Spiritual formation

Spiritual formation is part of the formal learning programme. It is assessed, given credit and included in the total calculation of ECTS credits.

Character formation

Tyndale intentionally provides a context of fellowship, ministerial responsibilities and internships where character and spiritual growth are modelled and become noticeable. Options for extra leadership and engagement opportunities could be explored, such as the involvement of student associations and committees in different areas (e.g. social activities, external relationships).

Practical training

Practical training components in the MDiv and MET programmes are assessed, given credit and are part of the total calculation of ECTS. Theoretical subjects are approached from a practical point of view.

Outcomes and fitness for purpose

Tyndale's programmes are designed to reflect the four purposes of higher education as described by the Council of Europe: 1.) preparation for sustainable employment; 2.) preparation for life in a democratic society; 3.) personal development; 4.) development of a broad knowledge base stimulating research and innovation. The different courses seek to prepare students on the basis of these guidelines for the differing contexts in which the graduates will work in the future.

Content, level, feasibility and progression

Tyndale's programmes contain and certify practice-oriented components, which aim at gaining practical experience in areas related to their studies. At the same time, the programmes give credits to training in research skills and research activities. Lectures and assignments in each programme are designed in such a way that students can carry the necessary workload in the given timeframes.

Context

Tyndale's students are prepared for different vocations, various social and cultural contexts, different service settings and employment contexts.

Conclusion

Tyndale's curricula enable students to master appropriate research and professional skills. Both master's programmes fully comply with the relevant ECTE standards. The MET programme offers an appropriate balance between professional and research skills. The MET programme meets the NVAO standard on orientation of the programme.

Standard B.3 Curriculum; content

NVAO: standard 3: Curriculum; content	Meets the standard
The contents of the curriculum enable students to achieve the intended learning outcomes.	
ECTE:	
B.2.4. Graduate profiles	Full compliance
B.2.5 Content, level, feasibility and progression	Full compliance
B.2.6 Credit allocation and duration	Full compliance
B.3.3 Module design and delivery	Full compliance
B.5.2 Credits	Full compliance

Findings of the site visit

The curricula of the MDiv and MET programmes are organised in a logical progression, based on the graduate profiles, with a cumulative effect leading to achieving the intended learning outcomes. The content of the MDiv curriculum is designed to reflect three years of study by moving from introductory courses through more evaluative studies and finishing with more practice-oriented and elective courses. The MET programme moves from the first-year taught courses to integrative seminar courses, thesis and independent research in the second year. A segment on social science methodology has been recently added to the research course to better prepare students for their thesis research. The teacher wants to make this the standard for all students (not only MET), since they need these skills to function. A short research and writing course has already been implemented for MDiv students. Students in both programmes have a wide choice of electives. Looking back, the alumni wished they had had the option of elective courses. They feel that they were well prepared for their ministry work. The contents of the MDiv programme are more practically oriented than the MET programme. Alumni think that in both programmes more attention for psychology and counselling courses to help lead people would be welcome.

In many courses, both MDiv and MET students sit together. The panel wondered how this worked out, since the programmes have different learning objectives. The students explained that in such classes MET students have a higher workload, e.g. in extra research work, more in-depth readings, or preparing a presentation. Sometimes there is also a difference in course outcomes, which is then stated in the syllabus. The students experience no difference in class interaction and find it a good thing that students with a relevant bachelor background challenge the others.

The panel notes that the workload is spread unevenly across the two years of the MET curriculum (52 ECTS in year 1, 68 ECTS in year 2). Students all agree that the workload is heavy. On the other hand, the choice of electives and the overview of the programme enable students to schedule beforehand: they can take more courses in one semester to alleviate the next one.

Graduate profiles

Appropriate graduate profiles exist for MET and are in process for MDiv (SER p. 29). The process of defining the MET profile worked well, which gives confidence for the MDiv process.

Content, level, feasibility and progression

Learning outcomes are met through robust engagement with theological and biblical studies. For both programmes the teaching of social science and psychology could be helpful. In the MET

programme steps are already taken for increased attention to applying methods of social science, methodology and research ethics. Placement opportunities aim at practical training.

Credit allocation and duration

ECTS are understood and correctly applied. Credits are awarded for all learning activities. Prior learning and non-formal learning can be assessed. For students that come from other institutions and credit counting systems comparability tables are implemented. The study load in MET is uneven across both academic years, but this presents no problem for the students.

Module design and delivery

Programme delivery includes different modes of educational approach. Online tools and learning activities could support the existing educational approach.

Credits

Tyndale defines the expected student workload in terms of ECTS. The applied procedure is correct and in line with ECTE regulations.

Conclusion

The content of the Tyndale programmes is designed to make students achieve the expected learning outcomes. In both programmes the teaching of social science and psychology for the purpose of pastoral care could be helpful. Both master's programmes fully comply with the relevant ECTE standards.

The content of the MET curriculum enables students to achieve the intended learning outcomes. The MET programme meets the NVAO standard on content of the programme.

Standard B.4 Curriculum; learning environment

NVAO: standard 4: Curriculum; learning environment	Meets the standard
The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.	
ECTE:	
B.2.3 Curricula, module descriptors and learning activities	Full compliance
B.3.1 Educational philosophy and adult pedagogy	Full compliance
B.3.2 Student-centred learning and teaching and assessment	Full compliance
B.3.4 Variety	Full compliance

Findings of the site visit

Both programmes organise a student-centered learning process, partly by offering a large number of electives, modular and independent-study courses, partly through learning activities related to issues and problems of the student's home-context and also through the 'open-door' policy offering the possibility to discuss specific issues of a student's interest. Each student uses an individualised programme checklist to review and plan progress and teachers recognise and use the prior learning that each student brings to class. Course syllabi provide clear and explicit information about the learning and assessment activities.

The panel appreciates the variety of learning activities and assignments utilised in class. During the site visit the panel attended two class sessions. These class visits confirmed the interactive nature of teaching at Tyndale. Everyone participated well. The culture was open, with a freedom to speak. This led to a lively discussion that raised questions for further reflection and ongoing learning. Students were encouraged in critical thinking and the level of critical analysis was impressive.

There is a proper justification for teaching in English rather than Dutch. The panel confirms that the conditions mentioned in Dutch law (WHW 7.2) are met.

Curricula, module descriptors and learning activities

Tyndale's programmes have standard module descriptors containing all necessary information for successful studies. Learning activities, e.g. assignments, enable students to achieve the intended learning outcomes. Learning activities are varied. Learning outcomes, learning activities and assessment tasks form a harmonious whole.

Educational philosophy and adult pedagogy

A clear educational philosophy exists geared to the institution's vision and mission. Adult teaching and learning procedures are applied.

Student-centred learning and teaching and assessment

Teaching and assessment are student-centred. Student's motivation, self-reflection and engagement in the learning process are at the centre of educational practices. Students are given sufficient opportunities to practice and apply what they are learning and receive improvement-oriented feedback.

Procedures for dealing with students' complaints and with academic misconduct and plagiarism exist and are applied (see also standard B.10).

Variety

Tyndale uses a variety of approaches to teaching and learning (e.g. weekly readings, personal research, presentations and discussions) and also a variety of tools (e.g. power point presentations, videos and a limited number of digital tools).

Conclusion

Quality and character of the Tyndale academic programmes are student-centred. Both master's programmes fully comply with the relevant ECTE standards.

The structure of the MET programme and the variety of student-centred teaching methods encourage study and enable students to achieve the intended learning outcomes. The MET programme meets the NVAO standard on learning environment of the programme.

Standard B.5 Intake

NVAO: Standard 5: Intake	Meets the standard
The curriculum ties in with the qualifications of the incoming students.	
ECTE:	
B.4.1 Admission	Full compliance
B.4.3 Recognition	Full compliance

Findings of the site visit

Tyndale publishes its admission requirements and procedures on the website. Candidates are evaluated on the basis of their Christian commitment, character and sense of vocational calling. Candidates submit transcripts of their previous education, results of an English language proficiency test (TOEFL or IELTS), essays about their background and future goals, and reference letters. The panel considers the intake requirements robust and realistic. Having two graduate profiles allows candidates with a wide variety of academic backgrounds but without a specialist bachelor degree in theology to develop theological proficiency through studies on the MDiv programme. For those with a specialist undergraduate degree MET allows for deepening their academic proficiency in the service of the church.

Tyndale periodically (based on the needs of the students) organises a Preparatory Academic English (PAE) programme in the spring term for students who are admitted into the MDiv programme, but who have fallen a bit short on the required TOEFL or IELTS examination. Based on the guidelines set by the Dutch government, such students may be invited to Tyndale to receive specific training in the English language prior to taking courses in theology. The panel learned that, previously, this programme was called Pre-Admission Programme. The examination board, however, pointed out that this was not formally correct, since participating students had already been admitted. While keeping the familiar acronym, the name was changed to Preparatory Academic English. In addition, Tyndale offers a summer course in Elementary Greek and a two-week Workshop for Academic Success, which includes an introduction to academic writing and an explanation of how to avoid plagiarism.

Admission

Tyndale has admission procedures in writing, which are clear and transparent. Clear academic admission standards are published and applied. The PAE programme shows a strong investment in new students.

Recognition

Clear regulations for the recognition of learning, based on national and international standards are applied consistently.

Conclusion

The recognition procedures of the school tie in with academic qualifications of incoming students. Both master's programmes fully comply with the relevant ECTE standards. The admission requirements and the preparatory courses ensure that the curriculum ties in with the qualifications of the incoming students. The MET programme meets the NVAO standard on intake.

Standard B.8 Tutoring¹

NVAO: Standard 8: Tutoring	Meets the standard
The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.	
ECTE: B.1.6 Mentoring	Full compliance

Findings of the site visit

Teachers are available for students for tutoring and mentoring. Tyndale encourages its teachers to watch for students who are struggling and to provide remedial help if needed. Students repeatedly told the panel that teachers are approachable for all kinds of questions about classes. Students can turn to the Dean of Men and Dean of Women to help them with the issues or problems that they might have.

All students are assigned to a mentor and a mentor group. Mentoring is part of the formal curriculum and is graded. Between the monthly meetings, students meet individually with their mentor. Students describe the mentorship as an impactful area of student experience. Being away from their families, it helps them in connecting to their new environment and in their spiritual development. Normally, mentors are a member of the academic staff, but because there are no female teachers, female students are mentored by teachers' spouses. Most of these are missionaries themselves and often have done doctoral studies. Many have lived in other cultures, which helps to relate with the students. Neither students or staff report any tension about this arrangement. Students are very satisfied with their mentor's understanding of adaptation problems and their counselling skills. If anything comes up in mentoring sessions that needs formal attention, it is communicated to resident staff, who would then report to the management team and the president. The institution of residential assistants (elected among the students) might also be considered as additional help for dormitory matters and/or potential disputes.

Students can find all relevant information in the student handbook handed out each year. It is considered a very useful instrument: during the site visit, staff frequently referred to this handbook when the panel asked about arrangements such as facilities and services. Students showed familiarity with this handbook. The panel is able to confirm that the course syllabi provide comprehensive information on all aspects of the course.

Mentoring

A mentoring programme exists which keeps students accountable and helps students in planning their studies and in solving problems and conflicts. The mentor also addresses the student's spiritual development. Mentors evaluate students' progress and inform them on a regular basis. Results are included in the student progress files. The holistic approach is commendable.

Conclusion

The mentoring of students supports study progress and ties in with the needs of students. Both master's programmes fully comply with the relevant ECTE standard.

¹ NVAO standards 6 (Staff) and 7 (Facilities) are included in standards A.3 and A.5.

The tutoring of students and provision of information are well-organised and adequate. The MET programme meets the NVAO standard on tutoring.

Standard B.10 Student assessment²

NVAO: Standard 10: Student assessment The programme has an adequate student assessment system in place.	Meets the standard
ECTE: B.3.6 Assessment B.4.2 Progression	Substantial compliance Full compliance

Findings of the site visit

In the run-up to the site visit, the panel reviewed a sample of assessments. This led to the conclusion that, overall, the assignments are well-related to the course objectives (validity). Generally, a mix of assessment methods is used (quizzes, exams, papers, presentations and tests) and all examinations are checked by another teacher before they are administered (four-eyes principle), following the advice from the 2015/2016 accreditation. Both the assessment mix and the four-eyes principle contribute to the reliability of assessments. Assessment is transparent: both the student academic handbook and the course syllabi provide the students with comprehensive information about the assignments and examinations. Feedback is aimed at further development of the student and students confirm that they find it helpful.

The panel met with the examination board. The composition of the examination board is independent from the management and includes a representation from the four departments. Recently, the external member left the examination board, which makes it necessary to find a replacement, possibly from a related Dutch institute in order to mutually benefit from each other's experience and know-how.

The examination board appoints the examiners, based on their academic qualifications. New teachers, mostly coming from the USA, are introduced to the Tyndale system of teaching and assessment, including the Dutch grading system, but still tend to grade higher than those who are more experienced in the Dutch system. Although the panel found no major problems in the actual assessments, some inconsistency across departments was visible. The panel advises the examination board to take up a stronger role in monitoring the assessment quality and the outcomes, such as the level of grading and quality of feedback. Further training of examiners (Basic Qualification in Examination, *Basiskwalificatie Examinering* BKE) and members of the examination board (Senior Qualification in Examination, *Seniorkwalificatie Examinering* SKE) is recommended to build a common ground. The management should play its role in this respect and make BKE and SKE part of the teachers' professional development requirements.

The examination board guarantees the veracity of the degrees issued to graduates. It strictly applies the rules when cases of fraud or plagiarism are detected. The recent introduction of Turnitin and the new Workshop for Academic Success, including an introduction to academic writing and an explanation of how to avoid plagiarism, are expected to address this issue at a more fundamental level. Cases of disputes about grades are first discussed between the student and the teacher. If this does not lead to an agreement, the case is referred to the Academic Dean. The examination board is the final resort and highest authority for such cases at Tyndale, working as an arbitration organ

² NVAO standard 9 (Quality assurance) is included in standard A.2.

between student and Dean. The panel agrees that internal procedures are carefully followed, but points out that all institutes of higher education in the Netherlands should also have an independent Appeal Committee for Examinations (*College van Beroep voor de Examens, Cobex*), as an external recourse beyond the examination board in the case of an unsolved dispute. The panel recognised the examination board's eagerness to address any issues of non-conformity with Dutch assessment practices and advises to use the bilateral friendly relationships with Dutch institutions to seek advice and keep in line with what is required.

Assessment

Tyndale practices consistent and fair assessment procedures. Different types of assessment are used to motivate students, encourage self-reflection and robust learning activities. Assessment regulations are published in advance. Assessment procedures for spiritual growth and character development are, however, not described in sufficient detail.

The Tyndale system of assessment meets quality standards of validity, reliability and transparency. The examination board should play a stronger role in assuring consistency in assessment quality standards across departments. Further assessment professionalisation of teachers and examination board members is recommended. Internal appeal procedures are available and implemented, but should also include an external appeal option (Cobex).

Progression

Progression regulations are clear, public and fit for purpose.

Conclusion

Tyndale has a student assessment system. This should, however, be more specific in areas like spiritual growth and character development. Both master's programmes substantially comply with the relevant ECTE standard.

The Tyndale system of assessment meets assessment quality standards. The monitoring role of the examination board should be strengthened. The MET programme meets the NVAO standard on student assessment.

Standard B.11 Achieved learning outcomes

NVAO: Standard 11: Achieved learning outcomes The programme demonstrates that the intended learning outcomes are achieved.	Meets the standard
ECTE: B.4.4 Graduation and certification	Full compliance

Findings of the site visit

In order to assess the level of achieved learning outcomes for the MET programme the panel reviewed all theses that have been written since 2016. The documentation on the thesis preparation and process is comprehensive, with a robust grading rubric. The first reader is a full-time faculty member at Tyndale, while the second reader is from outside of Tyndale (thesis guide, p. 5). This contributes to the independency of the grading process. During the site visit, the panel heard about the new department of Research, Writing and English. As mentioned above, this department will help students to explain what plagiarism is and teach them to write academically. The department also works on further improving the document about thesis writing, clarifying the grading rubrics, and revamping the grading sheets.

Having read the MET theses, the panel is generally impressed by the academic quality and concludes that all theses reflect the expected master's level. They cover a wide range of topics, taking up contemporary and contextual problems of the countries from which the authors come. By taking up ethical, sociological and spiritual problems of church and society they further academic excellence, personality formation and spiritual growth of the students dealing with the respective topics. The quality ranges from satisfactory to excellent and this range is appropriately reflected in the grades. Especially in the theses of higher quality, the quoted literature is helpful and personal reflections are good. The panel notes that examiners do not always use the grading sheets consistently. Some feedback is excellent and helpful, but in other cases it is too limited and not clearly presented. Sometimes the signature of the second reader is lacking. Introducing an electronic marking sheet could be helpful to streamline the feedback process.

For the MDiv programme, there is no such final assessment. Therefore, the panel reviewed student papers for three core courses (Developing Healthy Churches, War and Peace, and either a Hebrew or Greek exegesis course). The panel concludes that the achieved level meets the expectations for a Master of Divinity. For both programmes, the grading scale comparison provided with each transcript and diploma is helpful.

Two other methods to assess whether the intended learning outcomes are achieved are the performance of the graduates in actual vocational practices upon graduation and the proficiency of graduates entering further post-graduate studies. The outcomes of the alumni survey and the meeting with a number of alumni and the Program Advisory Committee (representing the work field) attest that both programmes provide solid grounds for successful performance of the graduates in ministerial practice and in post-graduate programmes of respected European theological institutions. Graduates regularly take up leadership roles, alumni report a high satisfaction with their programme and 46% (MDiv) to 47% (MET) of respondents to the alumni survey have gone on to further study and research.

Graduation and certification

Tyndale has clear graduation and certification regulations in place which are consistently applied. Students are informed of graduation requirements when they are accepted into the academic programmes. Certification documents include a diploma supplement for international mobility. The graduation certificate from ECTE contains a statement of comparability.

Alumni are very positive about Tyndale preparing them for their future profession. All theses show the required master's level and some are excellent. The topics and quality of the research work are in line with what is expected.

Conclusion

Graduation regulations are clear. They are published and consistently applied. Theses and alumni feedback support that intended learning outcomes are achieved. Both master's programmes fully comply with the relevant ECTE standard.

Theses of the MET graduates, alumni feedback and data on further study show that graduates have achieved the intended learning outcomes. The MET programme meets the NVAO standard on achieved learning outcomes.

Conclusion

Tyndale is a well-managed institution of theological education, with appropriate governance structures in place. Its mission and vision are clear; its financial situation is sufficiently stable. Educational and human resources are good and contribute to a strong community of learning and spiritual development. The intended learning outcomes of the two programmes offered by Tyndale are at master's level, the content and structure of the curriculum ensure that students can achieve them, and the assessment system assures that they are actually met. Both master programmes meet the ECTE programme standards; the MET programme also meets those of NVAO. The panel advises the board of ECTE and the board of NVAO to take a positive accreditation decision.

Appendix 1 Joint standards ECTE and NVAO

A.1 - Identity and purpose

Institutions have clearly formulated statements of identity and purpose

ECTE

A.1.1 - Identity

Institutions understand themselves as providers of tertiary level evangelical theological education, endorsing the statement of faith and theological orientation of their relevant evangelical stakeholders and communities and integrating core Christian values into their operations and programmes.

A.1.2 - Legal and fiscal status

Institutions have appropriate legal status within the country where they operate in accordance with local laws and as suitable for their purposes.

A.1.3 - Vision and mission

Institutions have a clear vision and mission statement which is periodically reviewed by the leadership, understood by internal and external stakeholders, and matched with strategic planning and budget operations.

A.1.4 - Public information

Institutions publish information about their identity, activities and programmes that is accurate and accessible. It should be published in the local language of instruction essential parts should and also be available in English.

NVAO

NVAO does not have a separate standard for identity and purpose. These elements normally are taken into account at the introduction of the institution and the programme.

A.2 - Governance and quality assurance

Institutions have appropriate and effective governance and quality assurance structures

ECTE

A.2.1 - Governance

Institutions have appropriate institutional governance that represents stakeholders and constitutes the body to which executive leadership is accountable.

A.2.2 - Leadership and management

Institutions demonstrate a clear understanding of the distinction between governance and leadership and management in their organisational structures. Effective leadership and management are contextually sensitive and consciously seeks to model Christian patterns of leadership and community.

A.2.3 - Decision-making structures

Institutions provide opportunities for faculty, staff and student participation in decision-making as regards to both community life and academic programmes.

A.2.4 - Strategic planning

Institutional activities are based on predetermined and evaluated outcomes and are supported by clearly articulated policies. This includes strategic planning based on valid research data and involvement of relevant stakeholders, a mission statement with institutional values, core values and mission and short and long-term development plans to fulfil the mission statement.

A.2.5 - Internal quality assurance policies and procedures

The leadership promotes an internal culture of integrity, self-assessment, self-improvement and quality development. Institutions have a general policy for internal quality assurance that is formal and public.

A.2.6 - Cyclical external quality assurance

Institutions are cyclically involved in institutional and programme assessment and in ongoing reporting practices to external entities.

B.2.8 - Monitoring Processes

Institutions have regular monitoring and review processes to ensure that programmes achieve intended outcomes. Institutions collect and analyse information and adapt, update and modify programmes as a result of monitoring processes.

B.3.5 - Delivery feedback

Institutions regularly gather feedback from students and from stakeholders on module delivery, quality of teaching methodologies and overall design effectiveness and consequently implement improvement strategies.

NVAO

STANDARD 9: QUALITY ASSURANCE

THE PROGRAMME HAS AN EXPLICIT AND WIDELY SUPPORTED QUALITY ASSURANCE SYSTEM IN PLACE. IT PROMOTES THE QUALITY CULTURE AND HAS A FOCUS ON DEVELOPMENT.

The programme organises effective periodic feedback that supports the achievement of the intended learning outcomes. Existing programmes implement appropriate improvements based on the results of the previous assessment. They initiate appropriate evaluation and measurement activities to that end. The outcomes of this evaluation demonstrably constitute the basis for development and improvement. Within the institution, those responsible are held to account regarding the extent to which the programme contributes to the attainment of the institution's strategic goals. Quality assurance ensures the achievement of the intended learning results. The programme committee, examination board, staff, students, alumni and the relevant professional field are actively involved in the programme's internal quality assurance. The programme's design processes, its recognition, and its quality assurance are in keeping with the European Standards and Guidelines. The programme publishes accurate, reliable information regarding its quality, which is easily accessible to the target groups.

A.3 - Human Resources

Human resources in institutions are fit for purpose and managed for flourishing

ECTE

A.3.1 - Human resources

Institutions consider their personnel as their prime asset and responsibility. Institutions consequently treat their faculty, staff and occasional collaborators with respect, Christian love and in regard of legal conventions. activities of the institution and monitored to ensure personal sustainability and realistic workloads across the institution.

A.3.2 - Non-educational staff

Non-educational staff are adequately qualified, spiritually mature and demonstrate Christian character. The institution has clear, transparent and fair processes for staff recruitment and conditions of employment.

A.3.3 - Educational staff

Educational staff understand and accept the institution's educational philosophy and are adequately qualified, spiritually mature and demonstrate Christian character. They should have a good standing within the national evangelical community at large, be respectable members of a church and exhibit character traits that are worthy of imitation by the student body. Educational staff have appropriate academic qualifications for the level of study, which is normally at least one level above the degree being taught. A theological institution should aim at having faculty that is adapted to its cultural and linguistic context. Institutions take responsibility for the quality of their faculty and for providing them with a supportive environment that allows them to carry out their work effectively, encourages them to engage regularly in educational development and training suitable for their profession. The workloads and total responsibilities of the educational staff do not impair the quality of instruction or the contact with the students.

A.3.4 - HR policies and procedures

Institutions have written policies relating to areas such as recruitment, faculty and staff development, employee care, job security, annual leaves, human resource procedures, redundancy and dismissal procedures, inflation salary adjustments, fees and remuneration for visiting lecturers, etc. Institutions apply fair and transparent processes for the recruitment of all staff and faculty.

NVAO

STANDARD 6: STAFF

THE STAFF TEAM IS QUALIFIED FOR THE REALISATION OF THE CURRICULUM IN TERMS OF CONTENT AND EDUCATIONAL EXPERTISE. THE TEAM SIZE IS SUFFICIENT.

The teachers have sufficient expertise in terms of both subject matter and teaching methods to teach the programme. The teachers have a sufficient command of the language in which they are teaching. The staff policy is conducive in this respect. Sufficient staff is available to teach the programme and tutor the students.

A.4 - Community and context

Institutions display healthy community dynamics in active response to context

ECTE

A.4.1 - Learning community

Institutions foster a healthy sense of community life among their members. Although preference is given to the cultivation of responsible character in community, ethical codes and disciplinary regulations and procedures are in place as appropriate.

A.4.2 - Stakeholder community

Institutions see themselves as serving Christian faith communities and churches and strategically build relationships and partnerships with external stakeholders that include alumni, churches, supporting ministry organizations, other theological institutions, graduates, donors.

A.4.3 - Civil community

Institutions nurture awareness of local and global cultures and contexts and develop activities of theological reflection and teaching accordingly.

A.4.4 – Communication

Institutions understand that good communication is constituent to healthy community and information is developed and disseminated as is appropriate to various audiences within the community.

NVAO

NVAO does not have a separate standard for community and context. These elements normally are taken into account at the introduction of the institution and the programme.

A.5 - Educational resources

Institutions have educational resources that support their mission and strategy

ECTE

A.5.1 - Student services

Institutions ensure that student support is adequate, readily accessible and fit for purpose. Student services take into account special needs, exceptional circumstances, diversity in student population, issues of mobility across educational systems and the shift towards student-centred learning and flexible modes of learning and teaching.

A.5.2 - Study facilities

Institutions provide study facilities that are adequate, fit for purpose and readily accessible. This applies to all modes of delivery.

A.5.3 - Library/learning resource centres

Institutions ensure access to adequate learning resources, such as libraries. The library has a development plan that is suitable in terms of quality, quantity, level, variety, concentration, theological orientation, subjects covered, and language of the programmes being offered. The library

development plan is reflected in the institutional budget. Distance education programmes provide adequate and readily accessible access to digital holdings and/or facilitate students in accessing local resource centres and libraries.

A.5.4 - Information management

Institutions effectively collect, analyse and use relevant information as it relates to their programmes and other activities. Data collection and analysis involves students and staff in providing and analysing data and in planning follow-up activities that relate to internal quality assurance. Appropriate record-keeping is in place that includes updated contact information, student files, grades and transcripts, finances, alumni.

A.5.5 – Information Technology

Information Technology (IT) and electronic instruments are employed and managed, as appropriate, by qualified personnel and are employed in the service of the educational mission and organisational structures of the institution.

A.5.6 - Virtual Learning Environments and educational resources

Institutions offering distance or online educational programmes, provide the necessary virtual learning platforms as well as qualified technical, student and faculty support.

NVAO

STANDARD 7: FACILITIES

THE ACCOMMODATION AND MATERIAL FACILITIES (INFRASTRUCTURE) ARE SUFFICIENT FOR THE REALISATION OF THE CURRICULUM.

The accommodation of the programme and the facilities are in keeping with the intended learning outcomes and the teaching-learning environment.

A.6 - Finances and sustainability

Institutions have suitable financial potential, planning, policies and procedures

ECTE

A.6.1 - Financial potential and planning

Institutions provide rationale and evidence that sufficient financial resources are available to sustain their mission. In terms of financial planning, budgetary procedures are in place and a comprehensive, approved business plan matches the mission and strategic planning of the institution.

A.6.2 - Financial policies and procedures

Clear written policies are in place for establishing, approving and revising budgets. Accounting procedures are maintained and audited at professional level by qualified personnel.

A.6.3 – Sustainability

Institutions have appropriate funding to support the quality of their programmes and other activities. There is demonstrated continuity in income and expenses over time.

A.6.4 - Remuneration and fees

Staff and faculty salaries, social security, pensions and fringe benefits are reasonably comparable to the prevailing scales of the country or otherwise agreed upon in writing. All student fees are transparent and public and give due consideration both to the financial ability of the students and to the actual expenses of the institution. Scholarship programmes are to be administered according to written regulations with formal records of action taken.

A.6.5 – Fundraising

Fundraising procedures are transparent and illustrate true needs. Fundraising proposals are truthful, and reports are marked by gratefulness.

NVAO

NVAO does not have a separate standard for finances and sustainability. These elements are not taken into account at an NVAO accreditation.

B – ECTE / NVAO Programme Standards and Guidelines

1 Intended learning outcomes

NVAO

STANDARD 1

THE INTENDED LEARNING OUTCOMES TIE IN WITH THE LEVEL AND ORIENTATION OF THE PROGRAMME; THEY ARE GEARED TO THE EXPECTATIONS OF THE PROFESSIONAL FIELD, THE DISCIPLINE, AND INTERNATIONAL REQUIREMENTS.

The intended learning outcomes demonstrably describe the level of the programme (Associate Degree, Bachelor's, or Master's) as defined in the Dutch Qualifications Framework, as well as its orientation (professional or academic). In addition, they tie in with the regional, national or international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations. The points of departure for the set-up of the programme chime with the educational philosophy and the profile of the institution. The intended learning outcomes are periodically evaluated.

ECTE

B.1.1 - Holistic integration

Institutions recognize the foundational importance of integrating academically-focused and competence-oriented learning activities with spiritual formation and character education and implement holistic approaches to integrated curriculum design and module delivery that go beyond mere addition of components to learning.

B.1.4 - Academic achievement

Institutions operate at the academic level that is expected for the degrees it offers. Students' experience of academic training in theology is in line with the level descriptors of higher education in the relevant frameworks.

B.2.1 - Design and Approval Processes

Institutions have approved processes for the design and formal approval of their programmes. The design of programmes includes analysis and consultation, determination of learning outcomes and graduate profiles, level and duration. Institutions involve students, stakeholders, external experts and reference points. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. Programmes that are not recognized by national authorities should ensure that the qualification nomenclature that is used is appropriate and not in breach of protected terminology.

B.2.2 - Outcomes and fitness for purpose

Programmes are designed to meet clearly defined learning outcomes. Institutions articulate curricula that are fit for purpose and that provide students with opportunities for spiritual and character formation, with academic knowledge and with skills that include those that are transferable and may be applied in their future careers. In defining learning outcomes, each institution must consider its own context, needs, mission statement and the cultural, ecclesiastical and social context of its graduates.

B.5.1 - Qualification nomenclature

The qualification resulting from a programme is clearly specified and communicated and indicates comparability to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. If the qualification is not recognised by competent national authorities, this should be specified.

2 Curriculum; orientation

NVAO

STANDARD 2

THE CURRICULUM ENABLES THE STUDENTS TO MASTER APPROPRIATE (PROFESSIONAL OR ACADEMIC) RESEARCH AND PROFESSIONAL SKILLS.

The curriculum ties in with current (international) developments, requirements and expectations in the professional field and the discipline. Academic skills and/or research skills and/or professional competencies are substantiated in a manner befitting the orientation and level of the programme.

ECTE

B.1.2 - Spiritual formation

Institutions include and monitor outcomes and learning activities in their programmes related to spiritual formation and provide community contexts where spiritual formation is nourished and practiced. Spiritual formation components that are part of the formal learning plan and are mapped onto the curriculum, are appropriately assessed, given credit and included in the total calculation of ECTS credits.

B.1.3 - Character education

Institutions include and monitor outcomes and learning activities in their programmes related to character and virtue education, both through specific modules dealing with virtue knowledge, virtue reasoning and virtue practice and through the integration of character and virtue education across the curriculum. Learning communities intentionally provide a context where character and virtue are modelled and can be emulated. Character education components that are part of the formal learning plan and are mapped onto the curriculum, are appropriately assessed, given credit and included in the total calculation of ECTS credits.

B.1.5 - Practical training

Institutions distinguish between generic (transferrable) and subject-specific competences in their programs and outcomes.

B.2.2 – Outcomes and fitness for purpose

For Bachelor and Master level programmes, the institution must specify whether the programme is research-oriented or practice-oriented and consequently design programme outcomes, learning activities, assessment and certification to match.

B.2.5 - Content, level, feasibility and progression

Institutions normally design programmes in which learning outcomes are met through robust engagement with theological and biblical studies. Practice-oriented programmes normally include and give credits to well-structured placement opportunities aimed at practical training. Research-oriented programmes normally include and give credits to training in research skills and research activities. Programmes normally also include opportunities to engage with local and global culture and contexts.

B.2.7 - Context

Curricular content and delivery modes are contextually appropriate and address the challenges and opportunities of the stakeholders' social and religious environments. Graduates are prepared for different vocations, various social and cultural contexts, different service settings and employment contexts.

3 Curriculum; content

NVAO

STANDARD 3

THE CONTENTS OF THE CURRICULUM ENABLE STUDENTS TO ACHIEVE THE INTENDED LEARNING OUTCOMES.

The learning outcomes have been adequately translated into educational objectives of (components of) the curriculum.

ECTE

B.2.4 - Graduate profiles

Institutions develop and regularly review graduate profiles that match programme learning outcomes. Institutions also regularly review employability opportunities and further study opportunities for its graduates and review programmes accordingly.

B.2.5 - Content, level, feasibility and progression

Curricula reflect the level descriptors and outcomes of each programme. Modules reflect progression and sequencing, from foundational to advanced levels of competence.

B.2.6 - Credit allocation and duration

The level of an institution programme is measured in terms of credits and duration. Concerning credits, institutions should use the Europe-wide framework provided by the *European Credit Transfer System* (ECTS). Institutions use ECTS to quantify all student learning activities. Module descriptors quantify duration and related credit count and institution calendars balance the distribution of learning time. No more than a third of the total credits in a degree can be assessed and allocated to non-formal and informal learning.

B.3.3 - Module design and delivery

Institutions implement good practice in module design in relation to programme delivery strategies and programme level. In choosing delivery strategies, institutions demonstrate creativity and awareness of issues such as accessibility, quality, cost and scalability. Diverse delivery approaches must ensure that a uniform level of academic rigor is maintained, though the learning activities may vary widely.

B.5.2 – Credits

Institutions define the expected student workload in their programmes in terms of ECTS in line with the *European Framework for Qualifications* and the *ECTE Certification Framework*. Institutions demonstrate awareness of international systems of credit counting (e.g. Carnegie, UK Credits, etc.) and provide comparability tables of credit value to enhance international mobility.

4 Curriculum; learning environment

NVAO

STANDARD 4

THE STRUCTURE OF THE CURRICULUM ENCOURAGES STUDY AND ENABLES STUDENTS TO ACHIEVE THE INTENDED LEARNING OUTCOMES.

The curriculum is designed in a manner conducive to the achievement of the intended learning outcomes. The teaching-learning environment encourages students to play an active role in the design of their own learning process (student-centred approach). The design of the learning environment chimes with the educational philosophy of the institution. If the programme is taught in a language other than Dutch, the programme must justify its choice. This also applies if the programme bears a foreign language name.

ECTE

B.2.3 - Curricula, module descriptors and learning activities

Institutions have published curricula for each programme of study that are focused, unified and relevant. A curriculum map demonstrates where programme learning outcomes are achieved in the programme. Institutions have standard module descriptors that indicate learning outcomes and objectives, content, credit and duration, instructional methods, assessment criteria and the minimum requirements for the award of credit for each module or credit bearing activity. Learning activities are designed within modules to help meet learning outcomes and learning outcomes, learning activities and assessment tasks are carefully aligned.

B.3.1 - Educational philosophy and adult pedagogy

Institutions have a clearly articulated educational philosophy that is grounded theologically and that undergirds the curriculum and the learning and teaching strategy. Institutions also have a clearly articulated adult pedagogy practices, grounded in educational theory, studies of best practice and theological understandings of adult learning.

B.3.2 - Student-centred learning and teaching and assessment

Institutions deliver their programmes in a way that takes careful consideration of the stimulation of students' motivation, self-reflection and engagement in the learning process. Students are encouraged to be autonomous learners with adequate guidance, support and input from teachers in a climate of mutual respect. Students are respected in the diversity of their needs and, where suitable, are provided with flexible learning paths, diversity of delivery modes and differentiated andragogy. Institutions have appropriate procedures for dealing with students' complaints and appropriate regulations and procedures to deal with academic misconduct and plagiarism.

B.3.4 – Variety

Institutions utilize a variety of approaches to teaching and learning and are attentive to sociological changes impacting learning abilities and learning styles. Appropriate consideration is given to new technologies that enhance delivery. Institutions also implement different approaches to learning in relation to module aims and learning outcomes.

5 Intake

NVAO

STANDARD 5

THE CURRICULUM TIES IN WITH THE QUALIFICATIONS OF THE INCOMING STUDENTS.

The admission requirements in place are realistic with a view to the intended learning outcomes.

ECTE

B.4.1 – Admission

Institutions have admissions procedures that are clear and fit-for-purpose, and application forms and competent support staff to assist students in the application process. Admissions procedures are public, implemented consistently and transparently and are sensitive to issues of equality of access and of student mobility across higher education systems. In addition to academic access standards,

candidate students might be evaluated on the basis of their Christian commitment, character and sense of vocational calling. Institutions support academic equality, making provisions for special access cases, for candidates with special needs and for exceptional circumstances. Institutions admit students whose academic potential allows them to achieve the academic objectives of the graduate profile. These admissions standards will be aligned with comparable higher education access.

B.4.3 – Recognition

Institutions have recognition of learning regulations that are clear, fit-for-purpose, public and are applied consistently. Where appropriate, practices align with the principles of the Lisbon Recognition Convention and cooperate with national ENIC/NARIC centres.

8 Tutoring

NVAO

STANDARD 8

THE TUTORING OF AND PROVISION OF INFORMATION TO STUDENTS ARE CONDUCIVE TO STUDY PROGRESS AND TIE IN WITH THE NEEDS OF STUDENTS.

Students receive appropriate tutoring (including students with a functional impairment). The information provision of the programme is adequate.

ECTE

B.1.6 – Mentoring

In addition to various forms of teacher/student interaction normally associated with teaching and learning processes, Institutions provide forms of mentoring in which students can be kept accountable, helped in problem-solving and conflict resolution and assisted in mapping their personal growth. Mentoring components should support outcomes related to spiritual formation, character education, academic achievement and practical training.

10 Student assessment

NVAO

STANDARD 10

THE PROGRAMME HAS AN ADEQUATE STUDENT ASSESSMENT SYSTEM IN PLACE.

The student assessments are valid, reliable and sufficiently independent. The quality of interim and final examinations is sufficiently safeguarded and meets the statutory quality standards. The examining board exerts its legal authority. The tests support the students' own learning processes.

ECTE

B.3.6 – Assessment

Institutions treat assessment as a formative learning activity that is part of the overall learning and teaching process that contributes to students' motivation, self-reflection and engagement in the

learning process as well as a summative assessment. Students are given feedback which is linked to advice on the learning process. Consistent and fair assessment is carried out in accordance with requirements that reflect programme and module learning outcomes. Different types of assessment are used in order to fit different learning activities and differing levels. Institutions stipulate and publish assessment regulations in advance and marking criteria are implemented consistently by faculty. If possible, assessment is carried out by more than one examiner. Regulations include consideration of mitigating circumstances and appeal procedures are in place. Students are accurately informed of assessment requirements, marking criteria, submission procedures, marking procedures, penalties and the possibilities of resits, extensions and appeals.

B.4.2 – Progression

Institutions have progression regulations that are clear, fit-for-purpose, public and are applied consistently. The requirements for progression between qualification levels (i.e. bachelor to master) are transparent and clear. They take into consideration comparable standards in the wider academic community in their country and issues of student mobility within and across higher education systems.

11 Achieved learning outcomes

NVAO

STANDARD 11

THE PROGRAMME DEMONSTRATES THAT THE INTENDED LEARNING OUTCOMES ARE ACHIEVED.

The achievement of the intended learning outcomes is demonstrated by the results of tests, the final projects, and the performance of graduates in actual practice or in post-graduate programmes.

ECTE

B.4.4 - Graduation and certification

Institutions have clear, fit-for-purpose and public graduation and certification regulations that are applied consistently. Graduation requirements demonstrate the achievement of programme learning outcomes. Students are informed of graduation requirements at the time of admission and no changes will affect their module of study unless mutually agreed. Institutions retain the right to review graduation of students on the basis of other factors in addition to academic achievement. These factors reflect the learning outcomes of the programme and, in evangelical institutions, typically include issues of ethics and character.

Appendix 2 Panel composition

Name and title	Current employment
Parush R. Parushev, PhD, CSc	St. Trivellius Higher Theological Institute, Sofia, Bulgaria, rector
Horst Born, MTh	Connected with Basel Theological Seminary; long-term lecturing professor of New Testament; experienced VET member with ECTE
Patrick Mitchel, PhD	Director of Learning and Senior Lecturer in Theology, Irish Bible Institute, Dublin
Prof. Wim Janse, PhD	Professor of Religion and Public Policy, Vrije Universiteit Amsterdam, chair of the examination board, Faculty of Religion and Theology
Marco Rotman, PhD	Christelijke Hogeschool Ede, senior lecturer, chair of the examination board
Micael Pecoraro Scanio, MA	Student Master's of Theology, Continental Theological Seminary (CTS), Sint-Pieters-Leeuw (Belgium)

The panel was supported by Marianne van der Weiden, PhD, secretary.

All members and the secretary signed a declaration of independence and confidentiality.

Appendix 3 Schedule of site visit

21 November 2021 (Sunday)

Afternoon	Travel
17.00 – 18.00	Arrival of panel
18.00 – 19.00	Dinner to be held at Tyndale in classroom 1
19.00 – 21.00	Panel meeting in classroom 1

22 November 2021 (Monday)

9.00 – 10.00	Studying Virtual Learning Environment, administrative records and assessments Meeting with administrative staff and faculty
10.15 – 11.15	Management
11.15 – 12.15	Teaching Staff (including mentors/tutors)
12.15 – 13.00	Lunch, Panel Meeting
13.00 – 14.00	Parallel groups: Attending Classes
14.15 – 15.15	Students
15.15 – 16.00	Examination Board
16.15 – 17.15	Parallel groups: 1) Field Representatives, Alumni; 2) Board Members
17.30 – 18.00	Parallel groups: 1) Tour of the Facilities including Library; 2) Examination Board
18.00 – 19.00	Dinner
19.00 – 21.00	Panel Meeting, Studying Documents

23 November 2021 (Tuesday)

9.00 – 9.45	Management Team
9.45 – 11.00	Panel meeting, final conclusions
11.00 – 11.30	Presentation of the draft conclusions to the Management Team
11.30 – 12.00	Celebration with Tyndale community
12.00 – 13.00	Lunch
Afternoon	Travel

Appendix 4 Documentation

Self-evaluation report and appendices referred to in footnotes

Theses of 15 MET graduates

Portfolios of 10 MDiv graduates

Additional materials requested prior to site visit:

- Tyndale Board of Director meeting minutes
- Retention and length of study rates
- Minutes of the examination board meetings
- Annual reports of the examination board to the president, and the president's responses to these reports
- Annual reports to the Inspectie van het onderwijs

Additional materials available during site visit:

- Samples of student records
- Future architectural plan for extension of school and dormitory
- Staff publications per department
- Sample of student and alumni publications
- Annual reports
- Promo materials
- Quality Manual Documentation Tracking System
- Samples of core literature