PRODUCING SELF-EVALUATION REPORTS

This document is part of a set of guidelines that relate to accreditation. In particular it contains the *Guidelines for Producing Self-Evaluation Reports (SERs).*

A SER is a collection of documents and related narrative that occupies a fundamental place in the accreditation process, constituting one of the main sources used by peer experts (VETs) and by the ECTE Council in evaluating candidates.[1] Through a SER, an institution and its programmes can demonstrate the quality of its achievements in order that the soundness of its operations might be recognised and appreciated, and its credibility secured within the wider community of stakeholders and educational institutions.

The process of self-evaluation however also has great value for the internal quality assurance culture of the institution itself. Accreditation, in fact, is a process that entails both external recognition and internal enhancement. The production of a SER enables a theological institution to come to a clear self-analysis relative to accepted quality standards, and in this light plan and execute an orderly programme of maintenance and enhancement.

These guidelines intend to help institutions understand the nature of self-evaluation and the necessary parameters to produce a quality Self-Evaluation Report and provide a practical check list of self-evaluation questions and examples of supporting documentation.

We offer this update as a tool in helping our stakeholders progress toward greater fitness for service, for God's greater glory in Europe.

ECTE Review committee

Dr Bernhard Ott, Chairman
Dr Hubert Jurgensen, Vice Chairman
Dr Marvin Oxenham, General Secretary

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[1] See *Criteria and Procedures for ECTE Accreditation* http://ecte.eu/qa/procedures/

1 – UNDERSTANDING A SELF-EVALUATION REPORT

1.1. – Self-evaluation and internal quality assurance

Producing a self-evaluation report is a fundamental expression of an institution's responsibility for the quality of their programmes and other provision. Through a self-evaluation report, an institution demonstrates a culture of internal quality assurance and self-reflection that is evaluated in its effectiveness, recognised in its application and supported in its development by external quality assurance.[2]

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

1. Self-evaluation is a *process* and not merely a document. Normally self-evaluation will take at least the better part of a year and will involve extensive collection of data, critical analysis, the formation of collective opinion and decision, realistic adjustments and often further review and assessment. The validity and usefulness of a full SER report, which emerges at the end of this experience as its final step, is entirely dependent on the thoroughness and reliability of the actual process.

2. Self-evaluation is also a *self-inquiry* and not merely a measurement of the theological institution and its programme(s) against externally set standards. As such it deliberately attends to all aspects of the theological institution and its programme(s), whether or not mentioned in the set standards, in order to achieve a comprehensive picture. The written standards at this point offer a suggestive guide and framework for the inquiry, but by no means limit its scope.

3. Self-evaluation is a *critical* process and not an exercise in self-justification. There must indeed be a sound perception of institutional realities, but the significance of this process necessitates that this perception be coupled with deliberate, searching analysis of causes and valuation. The Self-Evaluation Report should therefore not become a document for institutional self-glorification, but rather a critical analysis of the current state of an institution and its programmes that identifies precise areas of quality enhancement as well as areas of good practice.

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

5. Self-evaluation carries a *comprehensive* scope or dimension, i.e. all aspects of the institution have to be scrutinized in the process of evaluation. This implies that all partners or stakeholders (students, faculty, staff, administrators, board of governors, alumni, professional bodies/employers, community, etc.) be involved in the self-evaluation process. It entails an effort of listening to these different groups.

6. Self-evaluation is *analytical* in methodology. It relies upon data which may be collected in different ways (internal statistics, student feedback instruments, reports and surveys of different stakeholder groups, etc.). These will need to be analysed in order to evaluate the different areas focused upon by the SER.

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[2] ESG 2.1

Finally let's keep in mind that self-evaluation is not a negative exercise. On the contrary, it helps the theological institution to sort out and identify its strengths as well as recognize its weaknesses. The theological institution is not required to engage in a general public exposure of its problems, but rather chooses to engage itself in a process intended to reveal within the confines of the institution its weaknesses and strengths.

The self-evaluation becomes the basis of a peer review, as the internal perspective needs to be supplemented by an external review process. It is the reviewers' task to "come alongside" and verify the reliability of the internal QA process. ECTE's review services are carried out in accordance with the principle of peer reviewing and following the European Standards and Guidelines (ESG) for higher education, i.e. ECTE reviewers are peers from other theological schools, representatives of church or para-church organisations, and students from peer schools. They are fully committed to this task and agree with the ECTE professional code of conduct for reviewers. ECTE criteria of evaluation are in agreement with the ESG, which constitute the accepted quality assurance standards for European higher education.

In sum, preparing an institution's SER is an essential self-critical and evaluative internal process and constitutes also the necessary preparation step for the ECTE peer-review of the theological institution. It is to be carried out with a spirit of transparency and constructive self-criticism and serves also a purpose of enhancement of the quality education offered by the institution, i.e. self-evaluation is a development–oriented process motivated by a strong desire to improve the achieved quality to a new level of operation and results. It is a crucial tool for better listening to the students' voices (learners' perspective), but also for meeting the real needs of the stakeholders (churches, para-church organisations, etc.) and increasing their interest, support and involvement in the theological institution's activities.

1.2 – Four kinds of SERs

Four different kinds of SERs are indicated in the *Criteria and Procedures* for ECTE accreditation. These must be carefully distinguished as they relate to different phases of accreditation.

I-SER – INSTITUTIONAL ACCREDITATION

An Institutional Self Evaluation Report (I-SER) is the document that is produced during the first phase of institutional accreditation. The I-SER is a major quality assurance exercise whereby the institution evaluates its operations in light of the ECTE institutional standards (part A of the *Standards and Guidelines for ECTE Accreditation*).

See section 2 of this document for an I-SER template.

P-SER – PROGRAMME ACCREDITATION

A Programme Self Evaluation Report (P-SER) is the document that is produced during the second phase of institutional accreditation. The P-SER is a major quality assurance exercise whereby the institution evaluates one or more programmes in light of the ECTE programme standards (part B of the *Standards and Guidelines for ECTE Accreditation*).

See section 2 of this document for a P-SER template.

C-SER – CYCLICAL ACCREDITATION

A Cyclical Self Evaluation Report (C-SER) is the document that is produced for the cyclical review phase of accreditation. The C-SER is a major quality assurance exercise whereby the institution evaluates its

operations in light of ECTE institutional and programme standards (part A and B of the *Standards and Guidelines for ECTE Accreditation*).

See section 2 of this document for a C-SER template.

D-SER – DUAL ACCREDITATION

A Dual Self Evaluation Report (D-SER) is the document that is produced for dual accreditation procedures[3]. The D-SER is a major, albeit simplified, quality assurance exercise whereby the institution that has successfully obtained accreditation by a competent quality assurance agency evaluates its operations in light of ECTE institutional and programme standards (part A and B of the *Standards and Guidelines for ECTE Accreditation*).

See section 2 of this document for a D-SER template.

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[3] See *Guidelines for Dual and Joint Accreditation* http://ecte.eu/qa/guidelines/

1.3 – Good practice in SER production

The following guidelines are meant to assist institutions producing Self-Evaluation Reports. These generic guidelines apply to all four kinds of SERs.

1.3.1 – A COMMITTEE

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

A practical way of implementing the self-evaluation process is to create small task groups in charge of different aspects of the internal quality assurance process. These groups can have specific assignments given in writing, such as: evaluating the clarity and adequacy of the institution's mission statement, core values and vision, developing or improving learning outcomes, checking module descriptors in accordance with the set goals, evaluating the true effectiveness of practical assignments and internships for giving effective training in the envisioned vocation, evaluating the strengths and weaknesses of specific programmes, reviewing the implementation of student feed-back, assessing the input of the profession (stakeholders) in the shaping of profiles and programmes, etc.

1.3.2 – A TIMETABLE

Prepare a timetable. An adjustable timetable should be set up at the start. The first phase, for example, might be devoted to a preliminary review in order to determine what has to be done and to set priorities. A second phase might involve the actual work: collection of data, analysis, conclusions, recommendations etc. A third phase might include the final writing of the SER.

1.3.3 – THE LENGTH OF THE SER

The main body of a SER should *not extend beyond 30 pages*. This applies to all reports with the exception of the C-SER that may be up to 60 pages since it covers both institutional and programme standards. Supporting documentation should be referenced in the index and will not count toward the 30-page limit.

1.3.4 – COLLECT AND ANALYSE DATA

ECTE accreditation standards help to determine strengths and weaknesses and to indicate what plans have been made or need to be made to enhance the strengths and/or correct the weaknesses. The evaluation must be based on clear factual data, details of which should be referenced.

It is important to note that data collection is an ongoing process that is part of the internal quality assurance processes of the institution and not just something that is initiated when a SER needs to be written. That is why we speak of data *collection* and not of data *production* to indicate that the process involves assembling data that has been produced in past years. Naturally, this does not exclude the production of additional information particularly for the purpose of the SER.

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

In order to be most valid and beneficial, the evaluation should normally involve the participation of all members of the administration and staff, and where possible, other stakeholders such as board members,

alumni, students and sponsoring churches/organisations. Wherever appropriate, data on existing conditions should be supplied with regard to the previous three years.

After collecting the data, the institution's committee will analyse the data, formulate opinions and suggest improvements. The report should highlight the strengths and weaknesses of each area and state adjustments, whether planned or already initiated. The results of the evaluation should represent as much as possible a common consensus of all participants.

1.3.4 – DISTANCE AND ONLINE DELIVERY

In the presence of programmes making full or partial use of distance or online delivery, the additional/revised guidelines for DE/OE must also be addressed in the SER as indicated in the templates in section 2 below.[4]

1.3.5 – FINAL DOCUMENT PRODUCTION

The final phase is the production of the Self-Evaluation Report and its submission to the ECTE Quality Assurance Coordinator who will bring it to the ECTE Council. Templates for the four different kinds of SERs are provided in Section 2 below.

The SER is to be saved as a PDF and sent digitally, in English[5], as an email attachment to the Quality Assurance Coordinator and copied to the General Secretary at the email addresses provided below.

- qualityassurance@ecte.eu
- office@ecte.eu

You will receive an email acknowledging receipt of your SER. If you do not receive this within a week, please contact the General Secretary.

Do not submit supporting documents as digital attachments. Supporting documentation should be stored in an institutional cloud service (e.g. Dropbox) and referenced in the report by means of a numbered, hyperlinked index that matches the sections of the report (see templates below). The index should include links to each individual document not to folders containing multiple documents.

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[4] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/
[5] Translation provisions can be discussed for institutions whose main language of delivery is not English.

2 - SER TEMPLATES

2.1 – I-SER Template

Please use the following template to produce an Institutional Self-Evaluation Report (I-SER) as a necessary requirement for institutional accreditation.[6] The main body of the narrative should follow the outline below. Although bullet points are appropriate in some sections, a narrative style is generally most suitable.

A. Executive summary[7]
   - Indicate the name of the institution, the date of submission of the I-SER and the classification of the
   - report (Institutional Accreditation, I-SER);
   - State the aims and purposes of the self-evaluation report, and provide a brief description of the institution subject to review;
   - Summarise areas of strength and weakness in relation to Part A of the *Standards and Guidelines* for ECTE accreditation.

B. Introduction to the I-SER and the overall accreditation process[8]
   - Give the background and reason for the report;
   - List previous accreditation reports with the ECTE or other quality assurance agencies (if any) and the outcomes of previous reviews (including recommendations and requirements and how the institution has responded);
   - Reference documents that have informed the I-SER. These must include *Criteria and Procedures* for ECTE Accreditation, *Standards and Guidelines* for ECTE Accreditation (Part A: Institutional Standards), the present document *Guidelines for Producing Self-evaluation Reports* and any other ECTE supplemental *Guidelines*. In the presence of DE/OE delivery, the *Guidelines for Distance and Online Education* must also be referenced.[9]
   - Describe the process and the people involved in producing the I-SER and the overall responsibilities in the accreditation process;
   - Define the terms of reference of the review, including a description of the main stages and timescale of the accreditation process, expectations for an institutional site visit and future plans for programme accreditation;
   - Indicate the language of the I-SER and the primary language of the institution/programme (if applicable, list supporting documents that have been translated).

C. Introduction to the Institution[10]
   - Provide a brief history of the institution;
   - Describe the organisational structure of the institution;
   - Indicate size of the institution in terms of students, educational and non-educational staff and ratio of visiting lecturers;
   - Indicate the approximate budget size;
   - Provide the institution's mission statement and list all the functions and activities the institution undertakes to achieve its mission (including those that are not subject to ECTE quality assurance processes);
   - List all programmes delivered by the institution and the chosen delivery modes (specific reference should be made to delivery that makes full or partial use of DE/OE delivery modes). Use ECTE nomenclature for the programmes[11] that will be submitted in Phase 2 of ECTE accreditation (programme accreditation).

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[6] See *Criteria and Procedures for ECTE Accreditation* http://ecte.eu/qa/procedures/
[7] This section should normally not be more than 1 page.
[8] This section should normally not be more than 2-3 pages.
[9] These documents can be found at http://ecte.eu/qa/
[10] This section should normally not be more than 2-3 pages.
[11] See Appendix A 'ECTE Certification Framework' of the *Standards and Guidelines* for ECTE Accreditation

D. Evaluation of compliance with Part A of the Standards and Guidelines for ECTE accreditation[12]
    - Follow the six-fold outline of Part A of the *Standards and Guidelines* for ECTE Accreditation:
        ▪ A.1 – *Identity and purpose*
        ▪ A.2 – *Governance and quality assurance*
        ▪ A.3 – *Human resources*
        ▪ A.4 – *Community and context*
        ▪ A.5 – *Educational resources*
        ▪ A.6 – *Finances and sustainability*
    - Provide a detailed response to *each* of the guidelines under each of the six standards. For example, in responding to standard A.1 – *Identity and purpose*, a response must be given to A.1.1 – *Identity*, A.1.2 – *Legal and fiscal status*, A.1.3, etc.;
    - Ensure a response to *each* sentence in each guideline. For example, in evaluating compliance to guideline A.1.1 – *Identity*, the I-SER must address: the self-understanding of the institution as a provider of tertiary level evangelical theological education, the endorsement the theological orientation of stakeholders, the integration of core Christian values, etc.;
    - List evidence. Where appropriate, reference evidences supporting claims of compliance. These will often take the form of supporting documentation and should be numbered in accordance with the *Supporting Documentation Index* in section F of the report (see below).[13]
    - In the presence of programmes making use of distance or online delivery, a specific section evaluating the additional/revised institutional guidelines for DE/OE A1-A6 must also be included. [14]

E. Conclusions[15]
    - Provide a brief self-assessment overview of compliance with Part A of the *Standards and Guidelines* for ECTE Accreditation;
    - Include additional reflections and plans for development.

F. Supporting Documentation Index
    - Provide a numbered index of supporting documentation (e.g. examples of evidence) that matches the sections of the report;
    - In the index, include direct links to access all *individual* documents[16]. Please do not submit digital attachments nor links to folders containing multiple documents.

Your I-SER should be submitted digitally (see 1.3.5 above).

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[12] This is the main section of the I-SER and should normally be about 20 pages.
[13] Supporting documentation does not count toward the 30-page limit. Examples of evidence and supporting documentation are provided in the *Standards and Guidelines* for ECTE Accreditation at the end of each standard.
[14] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/
[15] This section should normally not be more than 1-2 pages.
[16] This might entail using your own cloud storage and sharing facilities (e.g. Dropbox).

2.2 – P-SER Template

Please use the following template to produce a Programme Self-Evaluation Report (P-SER) for *each* programme that you are submitting for programme accreditation.[17] The main body of the narrative should follow the outline below. Although bullet points are appropriate in some sections, a narrative style is generally most suitable.

A. Executive summary[18]
   - Indicate the name of the institution, the date of submission of the P-SER and the classification of the report (Programme Accreditation, P-SER);
   - State the aims and purposes of the self-evaluation report, and provide a brief description of the institution subject to review;
   - Summarise areas of strength and weakness in relation to Part B of the *Standards and Guidelines* for ECTE accreditation.

B. Introduction to the P-SER and the overall accreditation process[19]
   - Give the background and reason for the report;
   - List previous accreditation reports with the ECTE or other quality assurance agencies (if any) and the outcomes of previous reviews (including recommendations and requirements and how the institution has responded); particular reference should be made to the ECTE *Institutional Review Report* describing the outcomes of the institutional accreditation phase together with the ECTE Council decisions in regards;
   - Reference documents that have informed the P-SER. These must include *Criteria and Procedures* for ECTE Accreditation, *Standards and Guidelines* for ECTE Accreditation (Part B: Programme Standards), the present document *Guidelines for Producing Self-evaluation Reports* and any other ECTE supplemental *Guidelines*. In the presence of DE/OE delivery, the *Guidelines for Distance and Online Education* must also be referenced.[20]
   - Describe the process and the people involved in producing the P-SER and the overall responsibilities in the accreditation process;
   - Define the terms of reference of the review, including a description of the main stages and timescale of the accreditation process and expectations for a programme site visit;
   - Indicate the language of the P-SER and the primary language of the institution/programme (if applicable, list supporting documents that have been translated).

C. Introduction to the programme submitted for accreditation in this P-SER[21]
   - Indicate the ECTE nomenclature for the programme;[22]
   - Provide a brief history of the programme design; include the motivating factors for its development;
   - Indicate approximate expected student numbers and the expected ratio of educational and non-educational staff to students;
   - Indicate the approximate cost and expected income from the programme;
   - Indicate how the programme contributes to the institution's mission;
   - Briefly describe the delivery mode(s) of the programme (specific reference should be made to delivery that makes full or partial use of DE/OE delivery modes).

D. Evaluation of compliance with Part B of the Standards and Guidelines for ECTE accreditation[23]
   - Follow the five-fold outline of Part B of the *Standards and Guidelines* for ECTE Accreditation:
      - B.1 – *Holistic integration*
      - B.2 – *Curriculum development*
      - B.3 – *Learning, teaching and assessment*
      - B.4 – *Student admissions, progression, recognition and certification*
      - B.5 – *Qualification nomenclature and credits*

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[17] Note that a separate P-SER must be produced and submitted for each programme being accredited, See *Criteria and Procedures for ECTE Accreditation* http://ecte.eu/qa/procedures/.
[18] This section should normally not be more than 1 page.
[19] This section should normally not be more than 2-3 pages.
[20] These documents can be found at http://ecte.eu/qa/
[21] This section should normally not be more than 2-3 pages.
[22] See Appendix A 'ECTE Certification Framework' of the *Standards and Guidelines* for ECTE Accreditation
[23] This is the main section of the P-SER and should normally be about 20 pages.

- Provide a detailed response to *each* of the guidelines under each of the five standards. For example, in responding to standard B.1 – *Holistic integration*, a response must be given to B.1.1 – *Holistic integration*, B.1.2 – *Spiritual formation*, B.1.3, etc.;
- Ensure a response to *each* sentence in each guideline. For example, in evaluating compliance to guideline B.1.2 – *Spiritual formation*, the P-SER must address: the inclusion of outcomes and learning activities for spiritual formation, the monitoring of outcomes for spiritual formation, the provision of community contexts, etc.;
- List evidence. Where appropriate, reference evidences supporting claims of compliance. These will often take the form of supporting documentation and should be numbered in accordance with the *Supporting Documentation Index* in section F of the report (see below).[24]
- In the presence of programmes making use of distance or online delivery, a specific section evaluating the additional/revised programme guidelines for DE/OE B1-B5 must also be included. [25]

E.   Conclusions[26]
- Provide a brief self-assessment overview of compliance with Part B of the *Standards and Guidelines* for ECTE Accreditation;
- Include additional reflections and plans for development.

F.   Supporting Documentation Index
- Provide a numbered index of supporting documentation (e.g. examples of evidence) that matches the sections of the report;
- In the index, include direct links to access all *individual* documents[27]. Please do not submit digital attachments nor links to folders containing multiple documents.

Your P-SER should be submitted digitally (see 1.3.5 above).

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[24] Supporting documentation does not count toward the 30-page limit. Examples of evidence and supporting documentation are provided in the *Standards and Guidelines* for ECTE Accreditation at the end of each standard.
[25] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/
[26] This section should normally not be more than 1-2 pages.
[27] This might entail using your own cloud storage and sharing facilities (e.g. Dropbox).

2.3 – C-SER Template

Please use the following template to produce a Cyclical Self-Evaluation Report (C-SER) for your cyclical review.[28] The main body of the narrative should follow the outline below. Although bullet points are appropriate in some sections, a narrative style is generally most suitable.

A. Executive summary[29]
- Indicate the name of the institution, the date of submission of the C-SER and the classification of the report (Cyclical Review, C-SER);
- State the aims and purposes of the self-evaluation report, and provide a brief description of the institution subject to review;
- Summarise areas of strength and weakness in relation to Part A and B of the *Standards and Guidelines* for ECTE accreditation. [30]

B. Introduction to the C-SER and the overall accreditation process[31]
- Give the background and reason for the report;
- Provide the dates of previous ECTE site visits and Council decisions concerning institutional and programme accreditation;
- List previous accreditation reports with the ECTE or other quality assurance agencies (if any) and the outcomes of previous reviews (including recommendations and requirements and how the institution has responded); particular reference should be made to previous ECTE *Institutional Review Reports* and ECTE *Programme Review Reports* describing the outcomes of previous accreditation phases together with the ECTE Council decisions in regards; references should also be made to the outcomes of *Annual Progress Reports*;
- Reference documents that have informed the C-SER. These must include *Criteria and Procedures* for ECTE Accreditation, *Standards and Guidelines* for ECTE Accreditation (Part A and B: Institutional and Programme Standards), the present document *Guidelines for Producing Self-evaluation Reports* and any other ECTE supplemental *Guidelines*. In the presence of DE/OE delivery, the *Guidelines for Distance and Online Education* must also be referenced.[32]
- Describe the process and the people involved in producing the C-SER and the overall responsibilities in the accreditation process;
- Define the terms of reference of the review, including a description of the main stages, timescale of the accreditation process and expectations for a programme site visit;
- Indicate the language of the C-SER and the primary language of the institution/programme (if applicable, list supporting documents that have been translated).

C. Overview of the institution and of previously accredited programmes[33]

- C1: Overview of the institution
    - Summarise the history of the institution in the last 5 years;
    - Briefly describe the organisational structure of the institution and any recent changes in the last 5 years;
    - Indicate the size of the institution in terms of students, educational and non-educational staff and ratio of visiting lecturers and if/how this has changed in the last 5 years;
    - Indicate the approximate budget size and approximate changes in the last 5 years;
    - List all the functions and activities the institution undertakes to achieve its mission, specifying those that have been discontinued or added in the last 5 years;

- C2: Overview of programmes
    - List accredited programme according to the ECTE nomenclature;[34]

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[28] Note that only one C-SER needs to be produced and submitted even in the presence of multiple accredited programmes. Distinct sections for each programme will, however, need to be produced in section D2 of the report. See *Criteria and Procedures for ECTE Accreditation* http://ecte.eu/qa/procedures/.
[29] This section should normally not be more than 1 page.
[30] If an institution has more than one programme accredited with the ECTE, specify the programme being referred to in the executive summary.
[31] This section should normally not be more than 2-3 pages.
[32] These documents can be found at http://ecte.eu/qa/
[33] This section should normally not be more than 2-3 pages.
[34] See Appendix A 'ECTE Certification Framework' of the *Standards and Guidelines* for ECTE Accreditation

- For each programme, provide a brief history of the programme in the last 5 years, including changes that have been made and overall satisfaction with the programme;
- For each programme, indicate whether the targets of expected student numbers and expected ratio of educational and non-educational staff to students have been met (reference this section in the P-SER for each programme);
- For each programme, indicate the approximate balance of costs and income;
- Indicate how each programme has contributed to the institution's mission;
- For each programme, briefly indicate satisfaction levels with the chosen delivery mode(s) and any changes that have been made;
- For each programme, indicate whether the institution intends to continue the programme and if any major adaptations are being planned.

D. Evaluation of compliance with Part A and B of the Standards and Guidelines for ECTE accreditation[35]

- D1: Evaluation of the institution
    - Follow the six-fold outline of Part A of the *Standards and Guidelines* for ECTE Accreditation:
        - A.1 – *Identity and purpose*
        - A.2 – *Governance and quality assurance*
        - A.3 – *Human resources*
        - A.4 – *Community and context*
        - A.5 – *Educational resources*
        - A.6 – *Finances and sustainability*
    - Provide a detailed response to *each* of the guidelines under each of the six standards. For example, in responding to standard A.1 – *Identity and purpose*, a response must be given to A.1.1 – *Identity*, A.1.2 – *Legal and fiscal status*, A.1.3, etc.;
    - Ensure a response to *each* sentence in each guideline. For example, in evaluating compliance to guideline A.1.1 – *Identity*, the I-SER must address: the self-understanding of the institution as a provider of tertiary level evangelical theological education, the endorsement the theological orientation of stakeholders, the integration of core Christian values, etc.;
    - List evidence. Where appropriate, reference evidences supporting claims of compliance. These will often take the form of supporting documentation and should be numbered in accordance with the *Supporting Documentation Index* in section F of the report (see below).[36]
    - In the presence of programmes making use of distance or online delivery, a specific section evaluating the additional/revised institutional guidelines for DE/OE A1-A6 must also be included. [37]

- D2: Evaluation of each programme [38]
    - Name of the programme (use ECTE nomenclature) [39]
    - Follow the five-fold outline of Part B of the *Standards and Guidelines* for ECTE Accreditation:
        - B.1 – *Holistic integration*
        - B.2 – *Curriculum development*
        - B.3 – *Learning, teaching and assessment*
        - B.4 – *Student admissions, progression, recognition and certification*
        - B.5 – *Qualification nomenclature and credits*
    - Provide a detailed response to *each* of the guidelines under each of the five standards. For example, in responding to standard B.1 – *Holistic integration*, a response must be given to B.1.1 – *Holistic integration*, B.1.2 – *Spiritual formation*, B.1.3, etc.;
    - Ensure a response to *each* sentence in each guideline. For example, in evaluating compliance to guideline B.1.2 – *Spiritual formation*, the P-SER must address: the inclusion of outcomes and learning activities for spiritual formation, the monitoring of outcomes for spiritual formation, the provision of community contexts, etc.;
    - List evidence. Where appropriate, reference evidences supporting claims of compliance. These will often take the form of supporting documentation and should be numbered in accordance with the *Supporting Documentation Index* in section F of the report (see below).[40]

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[35] This is the main section of the C-SER and should normally be about 20 pages.

[36] Supporting documentation does not count toward the 30-page limit. Examples of evidence and supporting documentation are provided in the *Standards and Guidelines* for ECTE Accreditation at the end of each standard.

[37] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/

[38] If an institution has more than one programme accredited with the ECTE, section D2 will need to be repeated as a distinct section for each programme.

[39] See Appendix A 'ECTE Certification Framework' of the *Standards and Guidelines* for ECTE Accreditation.

[40] Supporting documentation does not count toward the 30-page limit. Examples of evidence and supporting documentation are provided in the *Standards and Guidelines* for ECTE Accreditation at the end of each standard.

- In the presence of programmes making use of distance or online delivery, a specific section evaluating the additional/revised programme guidelines for DE/OE B1-B5 must also be included. [41]

E. Conclusions[42]

- Provide an overall self-assessment overview of compliance with Part A and B of the *Standards and Guidelines* for ECTE Accreditation; [43]
- Include additional reflections and plans for development.

F. Supporting Documentation Index

- Provide a numbered index of supporting documentation (e.g. examples of evidence) that matches the sections of the report;
- In the index, include direct links to access all *individual* documents[44]. Please do not submit digital attachments nor links to folders containing multiple documents.

Your C-SER should be submitted digitally (see 1.3.5 above).

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[41] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/
[42] This section should normally not be more than 1-2 pages.
[43] If an institution has more than one programme accredited with the ECTE, specify the programme being referred to in the conclusion.
[44] This might entail using your own cloud storage and sharing facilities (e.g. Dropbox).

2.4 – D-SER Template

Please use the following template to produce a Dual Self-Evaluation Report (D-SER) for your dual accreditation.[45] The main body of the narrative should follow the outline below. Although bullet points are appropriate in some sections, a narrative style is generally most suitable.

A. Executive summary[46]
- Indicate the name of the institution, the date of submission of the D-SER and the classification of the report (Dual Accreditation, D-SER);
- State the aims and purposes of the self-evaluation report, including the reasons why dual accreditation is being sought with the ECTE, and provide a brief description of the institution subject to review;
- Summarise areas of strength and weakness in relation to Part A and B of the *Standards and Guidelines* for ECTE accreditation. [47]

B. Introduction to the D-SER and the overall accreditation process[48]
- Give the background and reason for choosing Dual Self-Evaluation;
- Provide details of other accreditations carried out by other quality assurance agencies; include supporting documentation and the official status of the agency; particular reference should be made to previous self-evaluation reports and accreditation decisions by competent authorities other than the ECTE;
- Indicate whether previous accreditation is institutional and/or programme related and specify the nomenclature and level of all accredited programme(s); [49]
- Reference documents that have informed the D-SER. These must include *Criteria and Procedures* for ECTE Accreditation, *Standards and Guidelines* for ECTE Accreditation (Part A and B: Institutional and Programme Standards), the present document *Guidelines for Producing Self-evaluation Reports* and any other ECTE supplemental *Guidelines*. In the presence of DE/OE delivery, the *Guidelines for Distance and Online Education* must also be referenced.[50] They must also include reference to the documents that informed the previous accreditation process.
- Describe the process and the people involved in producing the D-SER and the overall responsibilities in the accreditation process;
- Define the terms of reference of the review, including a description of the main stages, timescale of the accreditation process and expectations for a programme site visit;
- Indicate the language of the D-SER and the primary language of the institution/programme (if applicable, list supporting documents that have been translated).

C. Overview of the institution and of accredited programmes[51]

- C1. Provide references to existing documentation about the institution that cover the areas below. Where no such documentation exists, please integrate with a full response.
  - History of the institution;
  - Organisational structure of the institution;
  - Size of the institution in terms of students, educational and non-educational staff and ratio of visiting lecturers;
  - Approximate budget size;
  - All the functions and activities the institution undertakes to achieve its mission;
  - Status of the institution and of its accreditation.

- C2: Provide references to existing documentation about each programme submitted for dual accreditation that cover the areas below. Where no such documentation exists, please integrate with a full response.

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[45] Dual accreditation is available to ECTE member institutions that have successfully obtained accreditation by a competent quality assurance agency. See *Guidelines for Dual and Joint Accreditation* http://ecte.eu/guidelines/.
[46] This section should normally not be more than 1 page.
[47] If an institution has more than one programme accredited with the ECTE, specify the programme being referred to in the executive summary.
[48] This section should normally not be more than 2-3 pages.
[49] ECTE Dual Accreditation normally involves both institutional and programme accreditation.
[50] These documents can be found at http://ecte.eu/qa/
[51] This section should normally not be more than 2-3 pages.

- List each ECTE programme submitted for dual accreditation according to the ECTE nomenclature;[52]
- A brief history of each programme;
- Student numbers and ratio of educational and non-educational staff for each programme;
- For each programme, approximate balance of costs and income;
- How each programme contributes to the institution's mission;
- Delivery mode(s) for each programme.

D. Evaluation of compliance with Part A and B of the Standards and Guidelines for ECTE accreditation[53]

- D1: Provide references to existing documentation about the institution that cover the areas below. Where no such documentation exists, please integrate with a full response
  - Refer to the six-fold outline of Part A of the *Standards and Guidelines* for ECTE Accreditation:
    - A.1 – *Identity and purpose*
    - A.2 – *Governance and quality assurance*
    - A.3 – *Human resources*
    - A.4 – *Community and context*
    - A.5 – *Educational resources*
    - A.6 – *Finances and sustainability*
  - Reference (or response) to *each* of the guidelines under each of the six standards. For example, in responding to standard A.1 – *Identity and purpose*, a response must be given to A.1.1 – *Identity*, A.1.2 – *Legal and fiscal status*, A.1.3, etc.;
  - Reference (or response) to *each* sentence in each guideline. For example, in evaluating compliance to guideline A.1.1 – *Identity*, the I-SER must address: the self-understanding of the institution as a provider of tertiary level evangelical theological education, the endorsement the theological orientation of stakeholders, the integration of core Christian values, etc.;
  - Reference (or response) to evidence. Where appropriate, reference evidences supporting claims of compliance. These will often take the form of supporting documentation and should be numbered in accordance with the *Supporting Documentation Index* in section F of the report (see below).[54]
  - In the presence of programmes making use of distance or online delivery, a specific section evaluating the additional/revised institutional guidelines for DE/OE A1-A6 must also be included. [55]
- D2: Provide references to existing documentation about each programme submitted for dual accreditation that cover the areas below. Where no such documentation exists, please integrate with a full response. [56]
  - Name of the programme (use ECTE nomenclature) [57]
  - Refer to the five-fold outline of Part B of the *Standards and Guidelines* for ECTE Accreditation:
    - B.1 – *Holistic integration*
    - B.2 – *Curriculum development*
    - B.3 – *Learning, teaching and assessment*
    - B.4 – *Student admissions, progression, recognition and certification*
    - B.5 – *Qualification nomenclature and credits*
  - Reference (or response) to *each* of the guidelines under each of the five standards. For example, in responding to standard B.1 – *Holistic integration*, a response must be given to B.1.1 – *Holistic integration*, B.1.2 – *Spiritual formation*, B.1.3, etc.;
  - Reference (or response) to *each* sentence in each guideline. For example, in evaluating compliance to guideline B.1.2 – *Spiritual formation*, the P-SER must address: the inclusion of outcomes and learning activities for spiritual formation, the monitoring of outcomes for spiritual formation, the provision of community contexts, etc.;
  - Reference (or response) to evidence. Where appropriate, reference evidences supporting claims of compliance. These will often take the form of supporting documentation and should be

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[52] See Appendix A 'ECTE Certification Framework' of the *Standards and Guidelines* for ECTE Accreditation
[53] This is the main section of the D-SER and should normally be about 20 pages.
[54] Supporting documentation does not count toward the 30-page limit. Examples of evidence and supporting documentation are provided in the *Standards and Guidelines* for ECTE Accreditation at the end of each standard.
[55] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/
[56] If an institution is submitting more than one programme for dual accreditation with the ECTE, section D2 will need to be repeated as a distinct section for each programme.
[57] See Appendix A 'ECTE Certification Framework' of the *Standards and Guidelines* for ECTE Accreditation.

numbered in accordance with the *Supporting Documentation Index* in section F of the report (see below).[58]

- In the presence of programmes making use of distance or online delivery, a specific section evaluating the additional/revised programme guidelines for DE/OE B1-B5 must also be included. [59]

E. Conclusions[60]

- Provide an overall self-assessment overview of compliance with Part A and B of the *Standards and Guidelines* for ECTE Accreditation; [61]
- Include additional reflections and plans for development.

F. Supporting Documentation Index

- Provide a numbered index of supporting documentation (e.g. examples of evidence) that matches the sections of the report;
- In the index, include direct links to access all *individual* documents[62]. Please do not submit digital attachments nor links to folders containing multiple documents.

Your D-SER should be submitted digitally (see 1.3.5 above).

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[58] Supporting documentation does not count toward the 30-page limit. Examples of evidence and supporting documentation are provided in the *Standards and Guidelines* for ECTE Accreditation at the end of each standard.
[59] See *Guidelines for Distance and Online Education* http://ecte.eu/qa/guidelines/
[60] This section should normally not be more than 1-2 pages.
[61] If an institution has more than one programme accredited with the ECTE, specify the programme being referred to in the conclusion.
[62] This might entail using your own cloud storage and sharing facilities (e.g. Dropbox).

These Guidelines have been approved by the ECTE Council, 19 June 2020 and are valid until their revision.

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