

REVIEW REPORT

Bibelschule Brake, Lemgo, Germany
Related to visit for Cyclical Review;
23rd, 24th and 25th of March 2022

ECTE

European
Council for
Theological
Education

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A. EXECUTIVE SUMMARY

Three-year programme (residential) leading to certification which is equivalent to a practice-oriented bachelor's in theology. Described by the school as a "certificate of Studies of level B (comparable to a Bachelor of Theology)". (3 years full time, face to face education, 180 ECTS, 30 hours of learning activity as one ECTS). This is a three-year programme at EQF level 6.

This report relates to a process, including an onsite visit from 23rd to 25th of March 2022, for the purpose of accrediting the institution and programme of the Bibelschule Brake (BsB) on the basis of the European Council for Theological Education (ECTE)'s current Standards and Guidelines, in the form of a Cyclical Review. The report finds the school generally excellent in achieving its intentions in theological education, suggests to the ECTE Accreditation Commission 7 commendations of excellence, 12 recommendations and 2 requirements.

B. INTRODUCTION TO THE REVIEW

Bibelschule Brake is an evangelical theological school situated in Lemgo, Germany. Since 1959 the school has offered a practice-oriented theological education to educate people for full-time ministry in the church and global missions. With an average of one hundred thirty students and ten full-time faculty members, the school is one of the larger theological institutions in the German-speaking world. More than 2250 students graduated from Bibelschule Brake and did or still do their ministry in more than 65 countries worldwide.

The C-SER endeavoured to show that BsB and the 3 year-programme of the school (a practice-oriented Bachelor of Theology) match the Standards and Guidelines for ECTE accreditation (SG-ECTE)—regarding both the institutional standards and the programme standards.

BsB has been accredited by the EEAA/ECTE since 1995. On the one hand, the C-SER serves to maintain the accreditation of the school. However, on the other hand, and equally important, the C-SER is an opportunity to reflect on and express the leadership team's responsibility for the quality of the theological education at BsB. Ultimately, the overriding reason for the C-SER is the desire of the school to excel in what it is doing— for Christ and his kingdom. BsB has had four reaccreditations and EEAA/ECTE site visits: - 1995: first accreditation of the school and its programme on level B, 2000: reaccreditation of the school and its programme on level B, 2010: reaccreditation of the school and its programme on Vocational Bachelor level, 2017: reaccreditation of the school and its programme on Vocational Bachelor level, EEAA.

The process of review undertaken by the school to write the SER was careful and comprehensive and is described by the school as follows:

Process and involved people for the production of C-SER: Stephanus Schäl (Quality and Strategy Manager) is primarily responsible for all accreditation matters of Bibelschule Brake, and therefore this C-SER. Nonetheless, the whole leadership team was heavily involved in producing this report. The leadership team consists currently of the following persons: - Matthias Rütger (president) - Eduard Adam (academic dean) - Volker Hillebrenner (business manager) - Heinz Weber (dean of students) -

Stephanus Schäl (quality- and strategic manager). Beyond that, other faculty- and staff members like Jutta Seidel (assistant of the academic dean), Michael Kotsch (director of the library), have supported the production of the C-SER. Of course, the entire faculty, staff, and board were involved in discussing, reflecting on, and implementing many of the issues described here. The process started in May 2021 with the preparation of the C-SER team through the project leader. After that, the responsible persons collected a lot of information and materials and formulated a first German draft for many individual parts. Subsequently, the project leader reworked the existing pieces, filled the gaps where information was missing, and created a coherent and consistent version of the report. The complete C-SER was finally extensively reviewed and adjusted by the leadership team and submitted by the end of 2021.

The team was very warmly received by the leadership and the staff, organised by Bibelschule Brake's accreditation coordinator Stephanus Schäl. The school provided all means needed for an effective evaluation of the institution, academic work, and communal life of the institution. The programme of visitation and meetings was agreed upon in advance and carried out effectively. Among other activities, members of the team were involved in meeting students, participating in community life events and lecture and chapel services. Discussions with board, leadership, faculty, staff and students were carried out in a congenial and friendly manner. From the team's point of view, the documentation submitted and discussions held were highly transparent. The C-SER was submitted to the ECTE with hyperlinks to supporting documentation. It was requested by the Review Secretary (RS) and the Visiting Evaluation Team (VET) that some documents would be translated in advance. The school has provided these in a timely manner. The SER provides a good summary of the school's current state and reflects very positive development in all areas, particularly since the last reviews in 2010 and 2017.

The *Standards and Guidelines* which form the basis of this report are those applying post December 2019.¹

The review was authorised by Dr Hubert Jurgensen as the ECTE Quality Assurance Co-ordinator (QAC). It was conducted by a Visitation Evaluation Team (VET) put together by the Review Secretary of ECTE. The team consisted of peer experts, two student VET members and the review secretary, viz:

- Caleb Hutcherson, Lebanon, team leader.
- Dr. Patrick Mitchel, Ireland.
- Nathanael Hampp, Germany, student representative.
- Rebeca Couto, Portugal, student representative (Via Zoom).
- Grace Al-Zoughbi, Palestine, (Review Secretary)

N.B: Rebeca Couto was scheduled to be involved in the visit on site, however, due to a last-minute cancellation in her flight she was not able to travel and joined most of the sessions via

¹ ECTE *Standards and Guidelines* and can be found at <http://ecte.eu/qa/standards/>

Zoom. The Zoom link and the login information for the Zoom room were provided by the school for all meetings during this site visit.

Grace Al-Zoughbi, ECTE Review Secretary (RS) for this visit, was involved in the initial preparation for the visit on behalf of ECTE, as well as the report writing based on the VET members' findings.

The SER was planned and written in a professional manner following the [template](#) set out in the ECTE protocol. It addressed each area of the relevant standards competently and comprehensively.

Additional embedded supporting documents were also well constructed and helpful.

Logistical and administrative arrangements prior to the visit were set up as follows:

1. The Review Secretary sent the SER, accompanying documents, and all previous correspondence with the school, to all VET members using Dropbox links.
2. VET members communicated the results of their initial reading of the documents to the team leader and RS via email.
3. In conjunction with the VET leader, the school organised and agreed upon a programme for the visit.
4. An initial pre-visit meeting of the VET took place via Zoom on 03 March 2022.
5. A working report document was set up using Google Docs for members of the team to access and modify, which followed the structure of the worksheet or interim report form pertaining to the current standards and protocol of ECTE. This was filled out and commented on by members of the VET as the visit progressed in preparation for the interim report-writing on the last day of the visit.
6. The review took place over three days, beginning on Wednesday morning, 23rd March 2022 and concluding late on Friday afternoon, 25 March 2022.

SCHEDULE

WEDNESDAY, 23 MARCH 2022

Time	Activity (Purpose)	Who is involved	Location
08.30-09.00	VET team shown to office space, initial meeting	VET; Stephanus Schäl (Rebeca joins via Zoom)	VET office (Kaminraum at Bibelschule Brake)
09.00-09.30	Opening meeting with chief administrative and executive officers (introductions, establishing purpose)	VET, Administrative council/leadership team: - Matthias Rüter (president) - Eduard Adam (academic dean)	VET office (+ Zoom with Grace)

Time	Activity (Purpose)	Who is involved	Location
		<ul style="list-style-type: none"> - Volker Hillebrenner (business manager) - Heinz Weber (dean of students) - Stephanus Schäl (quality- and strategic manager) <p>(Rebeca and Grace join via Zoom)</p>	
09.30-10.00	Tour of facilities (reviewing place, classrooms, offices)	VET; Matthias Rüter; Anita Hallemann (translator)	
10.00-10.30	Staff in Admin, Application, Registration (reviewing databases, student records - from application to graduation)	VET; Heinz Weber (dean of students); Claudia Nickel (student services); Jutta Seidel (secretary) (Rebeca joins via Zoom)	VET office
10.30-11.00	Library visit with Librarian (reviewing library plans)	VET; Michael Kotsch (librarian); Eduard Adam (academic dean); Stephanus Schäl (quality- and strategic manager)	Library
11.15-12.10	Meeting with Board members (reviewing governance)	VET; Frank Schellenberger (1st chairman of the supervisory board) (Rebeca joins via Zoom)	VET office + Zoom with Frank Schellenberger
12.20-13.15	Staff in finance, facilities, HR (reviewing organisational issues)	VET; Matthias Rüter (president) Volker Hillebrenner (business manager)	Office of the business manager
13.15-13.45	Lunch with students (gaining student input)	<i>Stephanus will pick up Patrick from Lemgo train station</i>	Dining hall
14.30-16.00	Meeting with educational staff	VET; complete full-time faculty	VET Office

Time	Activity (Purpose)	Who is involved	Location
	(review faculty development: educational and specializations)		
16.30-18.00	Meeting with the chief academic officer (reviewing curriculum design and delivery)	VET; Eduard Adam (academic dean); Jutta Seidel (secretary); Anita Hallemann (translator) (Rebeca joins via Zoom)	VET Office
18.00-18.30	Dinner with students (gaining student input)		Dining hall
19.00-20.30	VET meeting	VET (Rebeca joins for maximum of 45 min via Zoom)	VET Office

THURSDAY, 24 MARCH 2022

Time	Activity	Who is involved	Location
07.30-08.15	Breakfast	VET	Overnight location
08.50-09.35	Visit classroom (sampling learning experiences)	VET	Classrooms
9.40-10.05	Chapel (sampling community formation)	VET	Chapel
10.30-11.15	Meeting with non-educational staff representatives	VET; non-educational staff: - Kitchen: Anni Wiebe; Frida Waikum; Christel Krebs (with Anita Hallemann as translator)	Work areas of the different groups (Stephanus will show the places)

Time	Activity	Who is involved	Location
		<ul style="list-style-type: none"> - Grounds/facilities: Phil Alloway, Hein Fast, Alfred Töws - Housekeeping, Receptionist, Accounting: Annete Schnüll, Janine Deppermann, Michael Bronclik 	
11.30-12.15	<p>Mtg about Holistic Formation and Community (reviewing mentoring processes, pastoral and personal care, character and spiritual formation)</p>	<p>VET; Heinz Weber (dean of students); Claudia Nickel (student services); Eduard Adam (academic dean) (Rebeca joins via Zoom)</p>	VET Office
12.20-13.15	<p>Mtg with Practical training / Placements (reviewing ministry training and placements)</p>	<p>VET; Heinz Weber (dean of students); Claudia Nickel (student services) (Rebeca joins via Zoom)</p>	VET Office
13.15-13.45	<p>Lunch with students (gaining student input)</p>		Dining hall
14.30-16.00	<p>Mtg w/ Ac. Dean + select faculty (reviewing Teaching, Learning, and Assessment practices and processes)</p>	<p>VET; Eduard Adam (academic dean); Stephanus Schäl (quality- and strategic manager); selected faculty members (Carmen Ziefle, Volker Schnüll, Alexander Dalinger) (Rebeca joins via Zoom)</p>	VET Office
16.30-18.00	<p>Meeting with the official student representatives (Nathanael Hampp) and an unofficial selection of students (Rebeca Couto)</p>	<p>VET; Martina Geiger; Ruben Wagner; random selection of students (Rebeca joins via Zoom)</p>	<p>VET Office Rebeca (via Zoom) Cafeteria Nathanael</p>

Time	Activity	Who is involved	Location
18.00-18.30	Dinner with students (gaining student input)		Dining hall
19.00-21.00	VET meeting and writing report	(Rebeca joins for maximum of 45 min via Zoom)	VET Office

FRIDAY, 25 MARCH 2022

Time	Activity	Who is involved	Location
07.30-08.15	Breakfast	VET	Overnight location
08.30-09.45	Possible extra meeting.	VET and anyone invited, IRC	VET Office
09.45-10.30	Possible extra meeting.	VET and anyone invited, IRC	VET Office
11.00-13.00	Report finalizing (VET compiling and editing)	VET, RS (Grace) (Rebeca joins via Zoom)	VET office + Zoom w/ Grace + Rebeca
14.00-15.30	Final meeting (VET team leader leads)	VET, Administrative council/leadership team: <ul style="list-style-type: none"> - Matthias R��ther (president) - Eduard Adam (academic dean) - Volker Hillebrenner (business manager) - Heinz Weber (dean of students) - Stephanus Sch��l (quality- and strategic manager) (Rebeca joins via Zoom)	VET Office (zoom call with Grace Al-Zoughbi + Rebeca)
Evening	Departure of some VET members		

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

History

The following information is taken from the school's website, translated from German via software technology.

The Bibelschule Brake was founded in 1959, by two Canadians, John Parschauer and Ernest Klassen, as well as Heinz Weber from Switzerland. At that time, however, it was called the Bible and Mission School and was based in Kalkar on the Lower Rhine until 1962.

In the early 1960s, the mother of a student gave the school a piece of land in Brake near Lemgo. It was an apple orchard, still completely undeveloped. Construction began in the fall of 1961 – with equity of just DM 600. In the fall of 1962, 70 students were able to move in, albeit under primitive circumstances.

Basically, the construction phase continues to this day. It is constantly being renovated, rebuilt or expanded. Today, the main building with chapel, the classroom building with library, the dining hall building with adjoining sports hall, the north building and two residential buildings for employees are located on the site.

Classes are held from the beginning of September to the end of April. In the summer months, when the second and third years are away from school for practical training, the campus is used as a hospitality center and summer camp. Since 1960, the Bible School has been running camps, both for youth, and also specifically for families. They particularly appreciate the all-round care of their children by first year students, for whom this is the internships on campus.

In 1978, John Parschauer handed over the management of the school to Doyle Klaassen. In 2007 he was replaced by Matthias Rüter as director, so that the school has had only three directors in its more than 50-year history.

The school year 1987/88 goes down in history as the year with the highest number of enrollments. There were 193 students at the time, and that was during a phase in which the teaching building was being renovated, so other rooms had to be used as classrooms.

In 1990 the Bible School Brake began to tour annually with a multi-media show based on a biblical book. First the book of Revelation was edited, then the first book of the Bible - Genesis -, then the book of Daniel. Many people found faith in Jesus Christ as a result. When this branch of work was discontinued in 2012, a working group at the school developed an evangelistic follow-up project. The mobile Bible exhibition was "Abgestaubt". Since 2016, students and employees have been touring with this exhibition for four weeks in May and June at the invitation of churches. This interactive project provides basic knowledge about

the book of books with many discovery stations for young and old. And it is intended to strengthen trust in the message of the Bible.

From 1996 to 2008, Braker Youth Days took place annually. Beginning in 2010, this became a multi-day youth short Bible school called Dig Deeper. In 1995 the Bibelschule Brake was recognised by the European Evangelical Accreditation Association.

As of the Graduation ceremonies for 2019, around 2250 graduates had completed the entire training.

In the introductory meeting on Wednesday, 23rd, the leadership team communicated the value of accreditation by ECTE to BsB:

- First, the school wants to continue learning and enhancing its academic programme. By seeking accreditation, they seek to gain outside perspective and expertise.
- Second, they value the student access/recognition gained through links with the wider European evangelical community, while also maintaining their theological identity.

For them, ECTE accreditation is fitting for their purposes and mission in relationship to the churches they serve.

Facilities



BsB has spacious facilities. It is located on approximately 23.000 square meters of its own land. There are three classrooms, all at ground level and all are adequate in size. All classrooms are up to date and technically equipped and serve the purpose of offering classes in a hybrid form should the need arise.

Photos courtesy of the VET team.

All faculty and almost all staff members have individual offices. Students benefit from the dining facilities with a commercial kitchen providing students who live on the campus with meals. Adequate provision is made for single student dorms on campus. Recreation facilities include an event hall, which was renovated in 2020, and a soccer field. An adequate IT infrastructure is provided for staff and students.

No current plans for site expansions are under consideration.



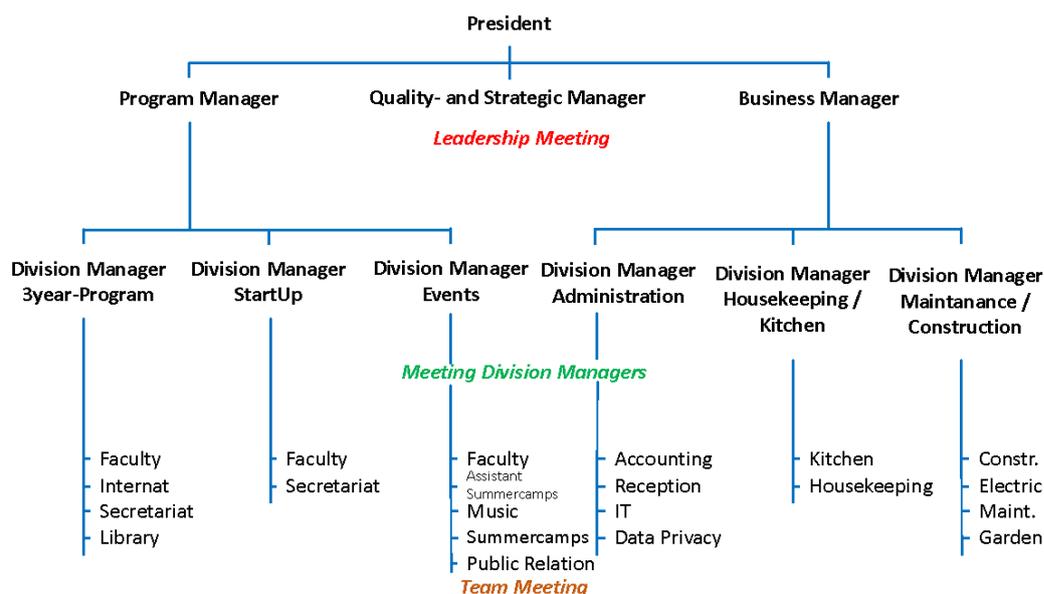
Governance

The school has functioning controlling mechanisms between the supervisory board (Aufsichtsrat), the operational board (Vorstand), and the leadership team. The responsibilities and competencies of the supervisory board, the operational board, and the leadership team are regulated by the associations' statutes and the written procedure rules.

Members of the supervisory board and the general assembly (a) come from different backgrounds and thus represent the various stakeholders of the school, and (b) are deeply connected with BsB and therefore preserve and protect the schools' identity and purpose. The different governing bodies of Bibelschule Brake communicate regularly. Typically, the supervisory board meets three times a year. The operational board meets three times a year, and the leadership team meets biweekly. To guarantee regular communication between the individual governing bodies, coherent communication channels are institutionalised, listed in the C-SER page 15.

The institutional governance of BsB is stable and sustainable. On one side, there is a high continuity regarding the members of the supervisory board, the schools' leadership team, and the faculty. On the other hand, the same sustainability is evident regarding the budget of BsB within the last five years.

The organisational chart as given by BsB is as follows;



Student numbers

Bibelschule Brake currently has 109 regular students. This number does not fully correspond to the expected student number of 130-150 students. The student/teacher ratio is about 11.3 to 1 (full-time faculty only) respectively, 7.6 to 1 (including extended faculty) which makes it possible for the school to achieve the intended training goals of Bibelschule Brake. The number of students has been declining in the last four years (Covid-19 has been listed as one of the reasons behind this). The board and leadership team are aware that the development of student numbers is to be observed carefully, and actions to counteract this trend are being considered.

	regular students	permanent guest auditors
April 2017	131	7
April 2018	141	13
April 2019	126	9
April 2020	121	6
April 2021	109	4

Educational and non-educational staff

The school has an average of ten full time faculty and an additional 3.4 FTE part-time extended faculty who teach regularly. In addition to the full-time faculty, there are 18.4 FTE visiting faculty and 18.2 FTE non educational staff members.

	2017	2018	2019	2020	2021
faculty (<i>full time</i>)	9	10	10	10	10
extended faculty (<i>part time with low teaching load</i>)	3	3	3	3	5
non-educational staff	16	20	19	18	18
total	28	33	32	31	33
+ visiting teachers	17	20	20	18	17

The table below shows qualifications for full-time faculty members at Bibelschule Brake

FACULTY (full-time)	Highest degree	Institution	Year
Adam, Eduard	M.A. in Missiology	CIU Korntal	2004
Bergen, Rudolf	M.Div. equivalent	FTA Gießen	1987
Dalinger, Alexander	M.A. Studies (still in progress)	UNISA	since 2015
Jäger, Georg	M.A. in International Theological Education	CIU Korntal	2012
Kotsch, Michael	Diploma Evangelische Theologie	FETA Basel	1991
Rüther, Matthias	M.Div. equivalent	FTA Gießen	1999
Schäl, Stephanus	M.A. in Evangelischer Theologie PhD-Studies in Leadership in Theological Education	FTH Gießen	2013
		CIU	since 2018
Schnüll, Volker	M.Div. equivalent	FTA Gießen	1994
Weber, Heinz	M.Div. equivalent	FTA Gießen	1991
Ziefele, Hans	M.A. in Missiology	FTSA Londrina	2007

Budget

BsB has sufficient financial resources to sustain its mission. The SER states that there are effective budgetary procedures and a comprehensive and approved business plan in place. The comparison of the business plans and the actual balance sheets of the last years show the validity and reliability of the budgets. The accounts of the school are externally audited.

The school's business manager drafts the business plan based on the previous years' budgets. Due to a stable annual programme, the expectations for most costs (personnel, energy, cars, public relation, etc.) are reasonable to predict. The yearly income from school fees, room and board, summer camps, etc., is already fixed in the previous year due to the registration in October.

BsB wants to foster, *Wissen, Wesen, and Weltmission* "through passionate people who teach others." (2Tim 2:2). Because BsB is interdenominational and structurally not connected to a denomination. Conferences, seminars, summer camps, etc., are necessary to support the school's mission.

Programme and delivery modes

Programme	Delivery mode
Three-year programme leading to certification which is equivalent to a practice-oriented Bachelor's in Theology. DQF Level 6 learning opportunity	Residential on site in German

Functions, activities and mission statement

FUNCTIONS AND ACTIVITIES

In addition to the ECTE accredited programme, BsB has a non-accredited one-year discipleship programme "StartUp", established in 2018: It intends (a) to strengthen the faith of the participants, (b) to help them to live passionately and a goal-oriented life, and (c) to motivate them to take part in the mission of God.

N.B This course and its student numbers are not included in the overall student number listed above.

To fulfill its mission, BsB also undertakes the following activities

- Summer camps for families, young people, and women, etc.
- Regular events like conferences, training days, evening Bible schools, preaching and teaching activities.

CORE BELIEFS, VALUES AND GOALS

The vision and mission of Bibelschule Brake are based on the school's motto in 2 Tim 2:2: "And what you have heard from me in the presence of many witnesses entrust to faithful men, who will be able to teach others also".

The school states that "Bibelschule Brake enables faithful people to pass on the Word of God in word and deed in a credible way at home and abroad, thus taking part in the *missio dei* and carrying out the global commission which God gave to the Church of Jesus Christ." To this end, the school focuses primarily on three key aspects:

- *Wissen (knowledge)*

The school desires to equip its students with a thorough understanding of the Bible so that they can reflect and discern on issues independently – coming from a biblical foundation and using other theological and methodological insights.

- *Wesen (character)*

The school desires to provide a learning environment for its students in which they can experience a lasting change of character and are motivated to live an authentic and attractive life in following Jesus.

- *Weltmission (world missions)*

The school desires every student to understand that world missions is God's heart concern. Therefore, theory and practice should help the students to communicate the Gospel in a culturally sensitive way in different contexts."

The ECTE core values are endorsed, reflected on, and applied by Bibelschule Brake. In summary, BsB shows academic excellence and is aimed at service. The programme of BsB is intentionally practice-oriented and strongly focuses on effective ministry in context: The main stakeholders of Bibelschule Brake and employers of its graduates are evangelical churches and institutions.

GENERAL DESCRIPTION OF INSTITUTION AND PROGRAMMES

Bibelschule Brake is a provider of tertiary level biblical and theological education in a 'deeply evangelical' way. It is Bible-oriented in its theological orientation and methods. The school's programmes and operations seek to be biblically grounded and theologically reflective. Bibelschule Brake teaches all 66 biblical books, and about 30% of the curriculum is Bible exposition and exegesis. Examples of evidence for the theological orientation and Bible focus are the statement of faith (cf. www.bibelschule-brake.de/ausbildung) which is based on the statement of faith of *Evangelische Allianz Deutschland*.

According to the SER, in German, BsB is equated to a 'Theologische Fachschule' (according to § 2 para. 1 no. 2 BAföG). The 3 year-programme corresponds to a First full Qualification at level 5B in the ISCED framework. This corresponds to Level 6 of the DQR (*Deutscher Qualifikationsrahmen*) and the EQF (*European Qualifications Framework*). Despite the unique situation in Germany, BsB understands itself, especially in international comparison, as a provider of tertiary evangelical theological education.

D. FINDINGS OF THE REVIEW

Description of the extent of the review

This report relates to a Cyclical Review of the institution and there is one programme included in the cyclical review:

The three-year German programme leading to certification which is equivalent to a practice-oriented Bachelor's in Theology in the [ICETE framework](#) and which is a learning opportunity on EQF Level 6.

Therefore, standards relating to the institution (part A of *Standards and Guidelines*) and standards relating to the programme (part B of *Standards and Guidelines*) were examined.

The school was visited for a cyclical review of its accreditation in 2017 which was first granted in 1995. Recommendations from the review of 2017 have been recorded below on the assumption that the 2017 review took account of the findings of the previous review in 2010.

The last five years of Bibelschule Brake have been characterised generally by a high degree of continuity. Three significant changes took place within the last five years:

1. Installation of the "StartUp"-programme in 2018: StartUp is a non-accredited one-year discipleship programme.
2. Redevelopment of the event hall in 2020/21.
3. Covid19 – pandemic: Between March 2020 and April 2021, the school switched to an online delivery mode thus making significant steps forward in digitalisation and technology integration within the programme and pedagogy.

Further, within the last five years, five significant changes have been made in relation to the programme, all appropriate for the continuity of the school's theological education programme:

- Increase of pastoral care/counselling classes.
- Progression is noted throughout the three-year programme.
- Implementation of the Bible software LOGOS since 2020.
- Implementation of a digital learning platform (Microsoft Teams).
- Structural strengthening of the student affairs department.
- New teachers with experience in missions (Chile, Haiti, Kenya).

D1 - Standards relating to the institution

A.1 - IDENTITY AND PURPOSE

INSTITUTIONS HAVE CLEARLY FORMULATED STATEMENTS OF IDENTITY AND PURPOSE

Guidelines examined	A.1.1 identity, A.1.2 Legal and Fiscal status, A.1.3 Vision and Mission, A.1.4 Public information.
Previous requirements or recommendations	<p>2017 Recommendation; Integration and implementation of core values: Important improvements have been made since the last review (2010) with regard to academics; however, the school is encouraged to strengthen analysis & synthesis exercises and work with primary resources.</p> <p>2017 Recommendation; Public relations and publicity: A comprehensive student handbook is to provide appropriate information for applicants, and the website is to be updated correspondingly in order to improve transparency and effectiveness in information.</p>
Evidence of Compliance	<p>Bibelschule Brake worked in the last year toward a strong emphasis on adult pedagogy and student-centred learning methods and thus aimed at fostering its students' analysis and synthesis.</p> <p>Since 2021 Bibelschule Brake publishes every year a comprehensive information package/course catalogue on its website</p> <p>SER A.1. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular:</p> <ul style="list-style-type: none"> ● Brief History of the BsB as described on the Website: www.bibelschule-brake.de/ ● The statement of faith (www.bibelschule-brake.de/ausbildung) which is based on the statement of faith of <i>Evangelische Allianz Deutschland</i>) ● Vision and Mission Statement ● Implementation of Core Values ● Flyer Bibelschule Brake (advertisement Bibelschule Brake). ● Anzeige Bibelschule Brake (advertisement Bibelschule Brake). ● 20 Bescheid Körperschaftssteuer Bibelschule Brake (confirmation non-profit organization). ● Brochure. ● Student Handbook 2021(Studienhandbuch 2021)/Course Catalogue ● Forum 03/21 Stille

Analysis	<p>In both the C-SER and in person, the VET found evidence that the various departments at Bibelschule Brake have a shared understanding of the identity, purpose, and mission of the school.</p> <p>The school has a clear understanding of the type and level of education it offers, between non-tertiary and tertiary education in the German system. They also reflect the theological orientation of their relevant evangelical church communities. The school perceives that this theological position means, for example, that seeking state accreditation would ask them to compromise this theological orientation, and therefore chooses to seek ECTE accreditation that allows them to maintain theological orientation in line with their constituent communities.</p> <p>ECTE core values are endorsed, reflected, and applied by Bibelschule Brake, with studied consideration of areas for further progress and development. The school demonstrates clear understanding of and compliance with local laws and legal frameworks governing German academic terminology and nomenclature.</p> <p>The VET observed a strong sense of purpose among faculty and staff at Bibelschule Brake, relating their individual roles to the overall purpose of the school. With that, there also seems to be a sense of dissatisfaction with the current vision and mission statements as not entirely capturing that purpose. Consequently, the articulation of the vision and mission seems to need further development, so that this shared vision can serve to connect and coordinate all the activities of the school.</p> <p>Overall, the public information about BsB is in keeping with ECTE standards.</p>
Commendations, recommendations, requirements	<p>Commendation: The VET found evidence that representatives throughout the institution operate with a shared sense of the identity of the school in its context and amongst its constituency.</p> <p>Recommendation: that a plan be developed with action steps for reviewing, clarifying, communicating, and applying the vision and mission statement that is tied to strategic planning and budgeting.</p> <p>The VET encourages the clarification of the school’s vision and mission statement that involves input from both internal and external stakeholders of the school.</p>
Panel conclusion	Substantial compliance

A.2 - GOVERNANCE AND QUALITY ASSURANCE.

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Guidelines examined	A.2.1 Governance, A.2.2 Leadership and Management, A.2.3 Decision-making structures, A.2.4 strategic planning, A.2.5 Internal Quality Assurance procedures, A.2.6 Cyclical External Quality Assurance.
Previous requirements or recommendations	2017 Recommendation; Strategic reflection is taking place; however, the school would profit from preparing an integrated strategic plan with dates, goals, and figures. 2017 Recommendation: Governance and management: The school management is requested to pursue the formulation of job descriptions for all faculty-staff of the school.
Evidence of Compliance	<p>In 2019 the position of Quality and Strategy Manager was established and filled. This person is responsible for improving the strategic and quality assurance areas of Bibelschule Brake. Strategic improvements were already made in the following areas: development of a new organisational structure; ongoing development of new job descriptions; curriculum-wide integration of a Bible software; development of a strategy regarding the library.</p> <p>The school currently develops job descriptions for all staff members of the school. These will be in place by summer 2022.</p> <p>SER A.2.1, examination of QA processes on the ground and meetings with leadership and governance personnel. Documents including;</p> <ul style="list-style-type: none"> ● Organisational Chart ● EEAA Accreditation Decision BsB 1995 ● EEAA Accreditation Decision BsB 2000 ● EEAA Accreditation Decision BsB 2010 ● EEAA Accreditation Decision BsB 2017 ● Internes Qualitätsmanagement BsB (internal quality management) ● Supervisory board meetings 2019-2021 ● Leitlinien Allgemeines Gleichbehandlungsgesetz (anti discrimination policies. ● Haushaltsplan -2021 (budget plan)
Analysis	In both documents and in conversation with the board chairperson, the VET found evidence that school governance seems to be functioning well. The recent restructuring of the board into a supervisory board (strategic focus) and the executive board (operational focus) has helped to distinguish boundaries

	<p>and areas of responsibility. This restructuring reflects “on paper” what had been happening in reality.</p> <p>The board and general assembly are primarily populated by alumni of the school. There is, to a lesser degree, some representation from among constituent church communities. ECTE strongly encourages the board’s efforts to consider ways to include further ecclesial and student perspective at the strategic level of decision making.</p> <p>The VET would like to encourage BsB to continue pursuing a more diverse body in their General Assemblies (such as inviting more women and young people to take part, as this was expressed as part of the school’s intention).</p> <p>The board has not seen or participated in a process of overseeing and approving an overarching strategic plan for Bibelschule Brake. See A.2.4</p> <p>Overall, faculty, staff, and students appear to have opportunities to participate in decision-making related to job specific budgets, community life, and the academic programme to some extent. That said, the VET observed that student participation in decision making related to the academic programme and at the level of governance (strategy) appeared to not be formalized or planned. Although mandating student representation in these areas is not a standard of the ECTE, it would be both contextually appropriate in the setting of German higher education, and in keeping with good practice with regard to student-centred education.</p> <p>In 2017, the ECTE VET recommended that Bibelschule Brake “prepare an integrated strategic plan with dates, goals, and figures.” Bibelschule Brake has made important progress towards this recommendation, most significant of which was the installation in 2019 of a Quality and Strategy Manager within the leadership team.</p> <p>The VET noted a variety of plans and strategies for further development in various departments. However, these various departmental level plans seem to lack a formal, comprehensive documentation that is overseen and approved by governance and leadership, and which is tied to the mission and vision of the school and includes financial forecasting.</p>
<p>Commendations, recommendations, requirements</p>	<p>Commendation: BsB is to be commended for the development that has taken place since the last review by ECTE related to governance structure which clarified the relationship between board oversight and operational management by school leadership.</p>

	<p>Recommendation: that BsB consider ways of solidifying student participation in decision-making structures related to academic programmes and governance.</p> <p>Recognising that formulating a strategic plan takes time, the VET proposes the following:</p> <p>Requirement: that BsB submit to ECTE an <u>outline</u> for an integrated, institution-wide strategic plan, with an action plan of estimated dates for completing the steps to fully develop a written strategic plan.</p> <p>Recommendation: that BsB solidify a three to five year integrated Strategic Plan across departments with input from all stakeholders.</p> <p>A formal written plan might include the following elements:</p> <ul style="list-style-type: none"> ● How and when the goals may be attained, ● What resources are required, ● Who will be responsible for each element and to whom they are accountable, ● What group will monitor the process, ● As well as the role of the board in the development and approval of the Plan. <p>The VET observed in both the SER and in discussions a variety of internal quality assurances practices, as well as an overall organisational culture that encourages evaluation and accountability. A number of these practices have yet to be solidified in writing and published in handbooks for student, faculty, or staff. Questions remain about what is done with quality assurance practices and input from various stakeholders. These might be clarified in this short document.</p> <p>Recommendation: that BsB initiate the creation of a document that provides an overview of internal quality assurance policies and procedures.</p> <p>Again, the VET recognises that many of these procedures exist in practice. The recommendation is intended to encourage the formalization and publication of these practices as policy in the relevant internal documents. A helpful reference for starting this document can be found in the ECTE supplemental guidelines: http://ecte.eu/wp-content/uploads/2019/11/Guidelines-for-Internal-Quality-Assurance-Policies.pdf</p>
Panel conclusion	Partially compliant

A.3 - HUMAN RESOURCES

HUMAN RESOURCES IN INSTITUTIONS ARE FIT FOR PURPOSE AND MANAGED FOR FLOURISHING

Guidelines examined	A.3.1 Human Resources; A.3.2 Non-Educational Staff; A.3.3 Educational Staff; A.3.4 HR Policies and procedures;
Previous requirements or recommendations	<p>2017 Recommendation; Faculty, Additional efforts in providing faculty with up-to-date methods in andragogy are to be pursued (see p. 40 SER)</p> <p>Beyond current efforts in the continuing education of the faculty (see p. 41 SER), ongoing qualification in the field of studies is mandatory for all faculty (e.g., participation on a regular basis in a professional academic society – see AFET discipline research groups).</p> <p>2017 Recommendation; The school still misses a trained librarian employed at least part- time (see Review of 2010). He/she should be hired at the latest by the time of the next review.</p>
Evidence of Compliance;	<p>Bibelschule Brake works towards a stronger emphasis on adult education principles and student-centred learning methods. Bibelschule Brake and its leaders promote continuing education and networking of its faculty members. Progress has been made in this area in recent years.</p> <p>A new employee (25%) was hired for the library in 2021, and work processes were restructured. In addition, the Dean of Admissions (a member of the leadership team) withdrew from this position and assumed a 25% position in the library.</p> <p>SER A.3. Discussion in meetings with leaders, staff and students, ancillary documents including:</p> <ul style="list-style-type: none"> ● Educational and non-educational staff BsB ● Arbeitszeitregelung BsB (Trust-based working time approach) ● Sample record working hours ● Qualification non-educational staff ● Sample job description ● Qualification full-time faculty ● Teaching load faculty- 2021 ● Memberships, responsibilities, research, publications faculty ● Themes faculty training days 2017-2021 ● Advanced training faculty 2021 ● Stellenplan BsB (staffing plan).

Analysis	<p>Compliance is demonstrated here. The VET was delighted to hear “non-educational” staff relating a strong sense of the educational value of their input and interaction with students for their character and educational formation. Staff generally seem to be well resourced and have opportunities to bring concerns and improvement ideas to leadership.</p> <p>That said, in both the SER and in conversations, there is a sense of stress around workloads among staff. Decreasing numbers of students, and decreasing skill levels related to the help students provide in campus jobs have increased the perceived pressure and work for some of them.</p> <p>It is the case that "Educational staff understand and accept the institution’s educational philosophy and are adequately qualified, spiritually mature and demonstrate Christian character" (A.3.3). The educational staff are highly motivated, open to change and self-evaluation. very engaged in community and extra-curricular activities, adapted to German context, and active in formal and non-formal student development. Further, they are aware of the need to develop in student centred learning. Faculty are also aware that heavy teaching responsibilities allow little space for academic research and this is the nature of BsB as a teaching institution. There has been recent innovation due to Covid of experimentation in pedagogy via online and in implementation of the use of online platforms (Teams). But teaching methodology remains content heavy in lecture delivery.</p> <p>HR Policies and Procedures Evidence of compliance here.</p>
Commendations, recommendations, requirements	<p>Commendation: The integration of “non-educational” staff into the mission and purpose of the school is to be commended. These staff play a critical role in character and educational formation of the students.</p> <p>Commendation: The faculty demonstrates a high level of commitment to students’ character and spiritual formation alongside cognitive formation, and availability to students’ formation outside of formal classroom settings.</p>
Panel conclusion	Fully Compliant

A.4 - COMMUNITY AND CONTEXT

INSTITUTIONS DISPLAY HEALTHY COMMUNITY DYNAMICS IN ACTIVE RESPONSE TO CONTEXT

Guidelines examined	A.4.1 Learning Community; A.4.2 Stakeholder Community; A.4.3 Civil Community; A.4.4 Communication.
Previous requirements or recommendations	2017 Recommendation; Student representatives should meet on a regular basis with faculty and administration. 2017 Recommendation; We recommend that the code of ethics be reformulated in line with adult education.
Evidence of Compliance;	<p>SER A.4. Communication with staff and students within the community is supported by the publication of staff and student handbooks, placement and employment opportunities and written policies covering core activities of the institution.</p> <p>Meetings with students and alumni, meetings with faculty formally and informally, Ancillary documents including;</p> <ul style="list-style-type: none"> ● Student Handbook-2021 ● School's Website ● Hausordnung BsB 2021 (rules and regulations of community living. ● Ergebnisse Ehemaligenumfrage 2021 (results feedback alumni) ● Student Body Representatives (male and female)
Analysis	<p>Students have expressed that BsB provides a strong sense of familial setting. The informality students experience as they approach faculty at any time with all types of questions is encouraging to the student body. Life on campus strengthens relationships between all who are involved (students, faculty, staff, board) with no relational gaps between teachers and students evident. Students encounter faculty on a daily basis and witness their walk of life and faith - this is considered by the students to be one of the main sources of their learning and spiritual growth.</p> <p>Students also reported they learn a lot from the faculty's attitude and perspectives, in that these do not situate themselves in a 'higher category' but consider themselves to also be learners in the community. Further, students feel not only encouraged but enabled to develop an engaging relationship with their local churches. This engagement is seen as both formally and informally part of the curriculum.</p> <p>Overall, the VET found evidence that the BsB does see itself as a part of its local community, participating both in the Evangelical Alliance in Lemgo, within the city of Lemgo, and in the neighbourhood in which the campus is located. The president carefully attends to the relationship with the immediate</p>

	<p>neighbours of the campus to make sure that the relationship stays positive.</p> <p>The VET heard from students that from their perspective the school does not maintain a visible relationship with the local civil community, and that students are not necessarily given the opportunity as part of the curriculum to interact with the local community on a regular basis. Of course, students are free to engage with the local civil community in their personal time.</p> <p>The VET encourages BsB to continue exploring ways of enhancing relationships with the broader civil community and involving students in that process.</p>
Commendations, recommendations, requirements	Commendation: BsB is to be commended for the holistic sense of learning community that is evident amongst students, staff, and faculty.
Panel conclusion	Fully Compliant

A.5 - EDUCATIONAL RESOURCES

INSTITUTIONS HAVE EDUCATIONAL RESOURCES THAT SUPPORT THEIR MISSION AND STRATEGY

Guidelines examined	A.5.1 Student services; A.5.2 Study facilities; A.5.3 Library/Learning Resource Centres; A.5.4 Information management; A.5.5 Information Technology; A.5.6 Virtual Learning Environment and Educational Resources.
Previous requirements or recommendations	2017 Recommendation; 12. <i>School facilities:</i> The school is to be commended for the modernisation of the library facilities. It has an extensive collection of books resulting from important book donations. However, the collections need to be brought up to date. Department heads (OT, NT, Systematic Theology, Historical Theology, Practical Theology, Missiology, etc.) need to take responsibility for the selection and acquisitions in their fields, including reputable journals in each field. An appropriate budget should be set up and fully used.
Evidence of Compliance	The library's integration in terms of content and structure has been greatly strengthened in recent years. The school developed a strategic plan for the quality-improvement of the book inventory within the next three years. The department heads are now responsible for the library portfolio and the development of the individual departments. The annual budget was doubled from 3.000€ to 6.000€ (plus 2.000€ for journals). For more details on the library see A.5.3 in the C-SER.

	<p>SER A.5. Meeting formally and informally with different staff members involved in student services: VET received an insightful tour of the campus as well as experiencing the excellent facilities. Ancillary documents include;</p> <ul style="list-style-type: none"> ● Pictures from the library ● Library- Journals and Bulletins ● Library acquisitions 2017-2021 ● Strategischer Plan zum Ausbau der Bibliothek (development plan library) ● Vertrag Datenschutz (certified data protections) ● Campus plan Bibelschule Brake
<p>Analysis</p>	<p>Students expressed that they feel at liberty to express their needs with regards to learning and study resources, and that these needs and suggestions will be heard, valued, and responded to. The school provides high quality educational facilities. These consist of accommodation blocks, recreational space, social spaces, community meeting area, classrooms, library, kitchen and dining hall, administration centre and new gymnasium completed in 2020. The site, buildings and furnishings are well maintained by a team of employees helped by students. They are fit for purpose and meet national standards.</p> <p>Significant progress has been made in implementing previous recommendations related to library and learning resource development. The interior design of the library has been opened up, natural light added, and rearranged to create plenty of learning space. Acquisitions have benefitted from a policy guiding faculty to request new books through their department head in order to coordinate and strategise purchases. The budgets for new purchases are allocated to faculty departments. In addition, Bibelschule Brake is running a 5-year trial on offering all incoming students the Logos Bible study software/library which is an appreciated endeavor.</p> <p>BsB is to be commended for the significant progress made in the development of their library.</p> <p>Data from these processes are being tracked to inform the assessment of their effectiveness.</p> <p>Informal communication on campus is smooth and constant, and all information is readily accessible that way.</p> <p>Students have expressed that formal/official communication could be better structured. Information could be more organised and provided more in advance.</p>

	<p>The institution appears to provide adequate technical support to students, faculty, and staff. Additionally, considerable expense is carried to ensure software is licensed.</p> <p>BsB is to be commended for the adaptation of their programme to an online learning environment (VLE) in response to the coronavirus pandemic. They implemented a virtual learning environment using Microsoft Teams as a central space for all document exchange.</p> <p>The VET heard from students that they feel like the school adapted in a way that even improved some of the accessibility of information and online resources. The integration of LOGOS also played an important role in this flexibility and advancement.</p> <p>It is clear that BSB is learning to integrate and use this VLE in more ways even as the pandemic closures have decreased and the school has returned to a fully in-person residential programme.</p> <p>The VET encourages ongoing monitoring and evaluation of the effectiveness of Microsoft Teams as the VLE for BsB, and further exploration of potential alternatives as they continue to integrate a VLE within their residential programme.</p>
Commendations, recommendations, requirements	<p>Commendation: For the restructuring of student services that provides transparency, clear communication in the department, and significant support for students.</p> <p>Commendation: For BsB’s rapid response to the coronavirus pandemic crisis by moving to and adapting their educational systems to an online learning environment, and for exploring ways of allowing these changes to shape how they do things in the future.</p>
Panel conclusion	Fully compliant

A.6 - FINANCES AND SUSTAINABILITY

INSTITUTIONS HAVE SUITABLE FINANCIAL POTENTIAL, PLANNING, POLICIES AND PROCEDURES

Guidelines examined	A.6.1 Financial Potential and Planning; A.6.2 Financial Policies and Procedures; A.6.3 Sustainability; A.6.4 Remuneration and Fees; A.6.5 Fundraising.
Previous requirements or recommendations	None
Evidence of Compliance;	<p>BsB appears to be well positioned and stable with respect to its financial situation.</p> <p>SER A.6, ancillary documents including;</p> <ul style="list-style-type: none"> ● Satzung Bibelschule Brake e.V. (association's rules BsB eV) ● Geschäftsordnung BsB e.V. (written procedure rules BsB) ● Gehaltsmodell BsB (Salary Model) ● Jahresergebnisse m. Abschreibungen 2011-2020 (balance sheets 2011-2020) ● Entwicklung der Studiengebühren (development student fees) ● Fundraisingstrategie Bibelschule Brake (fundraising strategy) ● Spendenentwicklung 2020/21 (donation development 2020-21)
Analysis	<p>Sound financial planning appears to take place at BsB, yet it is not discernable how this is tied to longer-term strategic development plans with the lack of a written strategic plan. The recommendation and requirement given related to strategic planning (A.2) should involve and integrate financial planning as a part of that process.</p> <p>The salary model of BsB has been reformed by the supervisory board in 2020 and increased the salary for the majority of employees. The research on salaries has shown that the salary level is somewhat lower than in other companies and institutions. Nonetheless, compliance with legal requirements regarding minimum wage, working hours, and vacation is ensured. The supervisory board did not yet decide how the salaries will be regularly adjusted, for example, regarding the inflation rate.</p>

	BsB has scholarship programmes in place and a fund has been set up to support international students.
Commendations, recommendations, requirements	None
Panel conclusion	Fully compliant

D2 Standards relating to the programme

B.1 - HOLISTIC INTEGRATION

INSTITUTIONS FORM THEIR STUDENTS WITHIN A HOLISTIC APPROACH TO THEOLOGICAL EDUCATION, CAREFULLY INTEGRATING SPIRITUAL FORMATION, CHARACTER EDUCATION, ACADEMIC ACHIEVEMENT AND PRACTICAL TRAINING

Guidelines examined	B.1.1 Holistic Integration; B.1.2 Spiritual Formation; B.1.3 Character Education; B.1.4 Academic Achievement; B.1.5 Practical training; B.1.6 Mentoring.
Previous requirements or recommendations	<p>Recommendation 2017: Mentoring, ministry experience, and cultural awareness:</p> <p>The mentoring for internships/practica needs to be improved (seminar for mentors of internship/practica, evaluation form for the final assessment of the internship/practica is to be included in the student handbook). The school should set a policy for partial completion of internship/practica due to a conflict with personal plans (e.g., the substitution of appropriate selection of academic readings and report).</p>
Evidence of Compliance;	<p>The C-SER states that Bibelschule Brake has already begun to revise the area of internships. The goal is to provide more guidance and self-reflection during and after the internship. Additionally, the accompaniment of the internships is now more connected to the student affairs department, and therefore to the general progression of the student. Partial completion of an internship, including appropriate compensations like academic readings, etc., is possible.</p> <p>SER B.1, observing lecturing and chapel, talking with students and relevant staff, ancillary documentation including,</p> <ul style="list-style-type: none"> ● Lehrerhandbuch 2021 (faculty handbook) ● Ausbildungsordnung 2021 (student handbook) ● Internship Application form ● Internship Contract ● Internship Report ● Critical Reflection from the Internship ● Internship Evaluation Form

<p>Analysis</p>	<p>Spiritual formation is a significant component of the academic programme at BsB. The programme does properly implement ECTS credit counting for these components.</p> <p>The only formal type of mentorship currently in place is between 3rd and 1st year students, where the first will mentor the latter for 1 year. Other than that, students are encouraged to seek a member of faculty or staff and establish what would be an informal mentoring relationship. Students expressed that everyone in the establishment is available and happy to offer them guidance in any type of subject.</p> <p>Sometimes teachers take the initiative to approach students, however this does not happen in a consistent, structured way, but rather in an organic, circumstantial basis. They mostly encourage students to approach them.</p> <p>Students believe this system fulfils their mentoring needs.</p> <p>The VET learnt from the students that they feel like their spiritual growth is highly enabled by: the amount of time invested in studying God’s word directly; campus living and witnessing first-hand the personal and spiritual experiences of the community leaders (such as faculty), walking alongside them and learning from their example; friendships developed through class but also through discussing class topics in their free time together in common spaces.</p> <p>Students commended the teachers’ humility and accessibility, both in and outside class, and expressed that this contributes to their own spiritual formation.</p> <p>In conversations with students and with faculty, the VET learnt that men and women receive somewhat different practical training to adequately match their different future ministry prospects. At the same time, there is concerted effort to encourage and foster the ability to teach the Bible and theology among all students.</p> <p>Along with that, there is recognition that not all students graduate and go on to serve in ecclesial ministry. Some students’ ministry is in the marketplace. BsB recognizes the value and importance of alumni serving and working in these environments and desires to find ways for students to be trained practically for these settings also.</p>
<p>Commendations, recommendations, requirements</p>	<p>Recommendation: that BsB consider ways of including market place/non-ecclesial work settings as a part of its internship and placements programme.</p>

	<p>Specifically, that consideration to giving credit for experiential learning with reflection be given that takes place in non-ecclesial workplace environments. This might involve formalising teaching and learning around the skill and understanding of theological reflection/reflective practice in a variety of contexts where students and alumni work.</p> <p>Helpful resources for this include the following:</p> <ul style="list-style-type: none"> - Mark Greene and Ian Shaw (eds.), <i>Whole Mission for the Whole Church: Overcoming the Sacred-Secular Divide Through Theological Education</i> (ICETE Series) 2021. - Mark Greene, <i>The Great Divide: The biggest Challenge Facing the Church and What we can do about it</i>. LICC. 2010
Panel conclusion	Substantial compliant

B.2 - CURRICULUM DEVELOPMENT

INSTITUTIONS DESIGN AND IMPLEMENT APPROVED, OUTCOME-BASED PROGRAMMES THAT ARE FIT FOR PURPOSE IN CONTEXT

Guidelines examined	B.2.1 Design and approval processes; B.2.2 Outcomes and fitness for purpose; B.2.3 Curricula, Module descriptors and learning activities; B.2.4 Graduate profiles; B.2.5 Content, level, feasibility and progression; B.2.6 Credit allocation and duration; B.2.7 Content; B.2.8 Monitoring processes.
Previous requirements or recommendations	2017 Recommendation: <i>Understanding and usage of ECTS</i> ECTS is awarded for all learning activities; however, there still appears to be an insufficient reflection on skill development.
Evidence of Compliance;	<p>Bibelschule Brake worked hard to ensure that its students' skill and competence development is better reflected and executed. As a result, Bloom's learning taxonomy plays a more substantial role in the learning activities in the different years of studies on the academic level. On the other side, the student affairs department was structurally strengthened to accompany the student in their development outside the classroom.</p> <p>SER B.2, examining staff work, meetings with faculty, students and leadership, ancillary course documents including;</p> <ul style="list-style-type: none"> ● Course catalogue ● Einführung Logos (module description)

	<ul style="list-style-type: none"> ● Bafög-Anerkennung Bibelschule Brake (equation Fachschule) ● Diploma supplement ● Curriculum Bibelschule Brake 2021 ● Graduate profile ● Module description internship third trimester-2020 ● Module description internship third trimester-2021 ● Muster Lehrerfeedback (template delivery feedback) ● Hausordnung Bibelschule Brake 2021.
Analysis	<p>Students reported that they feel the programme is preparing them adequately for a variety of full-time church ministry opportunities. Further, the VET found evidence of curriculum review taking place in dialogue with alumni, faculty, as well as with community stakeholders through ongoing relationships with churches facilitated by faculty teaching non-formally in those churches. This helps foster contextually appropriate curriculum that addresses the challenges and opportunities of graduates' contexts. However, the primary means for learning the tools to read society and context in the curriculum seem to be provided by external/visiting faculty.</p> <p>With that, there is a strong desire by the faculty and leadership, and as reflected in the mission and vision of the school (Wissen, Wesen, Weltmission), for the curriculum to help students do theology ("theology that moves") in and for the various vocations (not all in ecclesial ministry) and social and cultural contexts where students serve or are employed after graduation. The VET was exposed to discussions that included some very diverse vocations including (but not limited to) social work, military service, physical therapy, and information technology.</p> <p>Comment: Students expressed that their schedule is quite demanding and often leaves them feeling the need for more vacation time (currently only 2 weeks off during summer and some time over Christmas).</p>
Commendations, recommendations, requirements	<p>Recommendation: that BsB review their graduate profile and accompanying programme learning outcomes to bring it into alignment with their strong emphasis on developing reflective practitioners.</p> <p>Recommendation: that BsB consider ways to further integrate learning related to practical social/contextual analysis tools to analyse and engage increasingly diverse social and cultural contexts as locations for ministry after graduation.</p>
Panel conclusion	Substantial compliance

B.3 - LEARNING, TEACHING AND ASSESSMENT

INSTITUTIONS IMPLEMENT GOOD EDUCATIONAL PRACTICE IN AREAS OF LEARNING, TEACHING AND ASSESSMENT

Guidelines examined	B.3.1 Educational philosophy and adult pedagogy; B.3.2 Student centred learning and teaching and assessment; B.3.3 Module design and delivery; B.3.4 Variety; B.3.5 Delivery feedback; B.3.6 Assessment.
Previous requirements or recommendations	2017 Recommendation: The school is encouraged to further broaden the teaching, learning, and assessment in line with the principles of adult education; The school should focus its teaching and learning in a stronger way in line with the Dublin Descriptors at the Bachelor level. Written right of appeal procedure is still missing for communal life.
Evidence of Compliance;	<p>BsB has sought to strengthen adult education principles in line with the Dublin Descriptors.</p> <p>The right of appeal procedure has been implemented and written down in the rules and regulations for community living.</p> <p>SER B.3, Meetings with students and staff. VET attended a class and chapel and examined the syllabi for modules, ancillary documents including,</p> <ul style="list-style-type: none"> ● Leitfaden Thematische Facharbeit (guideline research paper) ● Muster Schlüsselkompetenzzeugnis (template key competencies) ● Modulbeschreibung Praktische Theologie II (module description spiritual life 2) ● Reflexionsbogen CD (template reflection ministry experience) ● Modulbeschreibung PGL 1 (module description spiritual life 1) ● Modulbeschreibung Praktische Theologie IV (module description spiritual life 4) ● Modulbeschreibung Praktische Theologie VI (module description spiritual life 6) ● Prüfung Lerntaxonomie 2019 (review Bloom's learning taxonomies 2019) ● Prüfung Lernzieltaxonomie 2021 (review Bloom's learning taxonomies 2021) ● Schael, Stephanus, <i>Theological Education as Adult Education</i> ● Modulbeschreibung AT V (module description: minor prophets«) ● Leitfaden Kleine Propheten (portfolio guide) minor prophets.

	<ul style="list-style-type: none"> ● Modulbeschreibung AT IV (module description: Isaiah) ● Modulbeschreibung NT V (module description: pastoral epistles). ● Modulbeschreibung PT IV (module description: youth work). ● Modulbeschreibung EHA III (module descriptions of hermeneutics and Greek). ● Module Description Exegetical Research Paper ● Module Description Thematic Research Paper ● Examen 'Hiob, Prediger, Hohelied – AT III' (sample exam) ● Sample report 1 (written report research paper 1) ● Sample report 2 (written report research paper 2) ● Abschlussprüfung AT (final exam Old Testament) ● Abschlussprüfung NT (final exam New Testament) ● Abschlussprüfung ST (final exam Systematic Theology) ● Abschlussprüfung MI (final exam Missiology) ● Abschlussprüfung KG (final exam Church History) ● Leitlinien für wissenschaftliche Arbeiten (formal guidelines for scientific papers) ● Notizen Hiob (learning materials: The Book of Job)
Analysis	<p>While the academic programme and community life at BsB clearly have been designed with intention through ongoing discussion among faculty and leadership and in informal contact with local churches, the school does not have a formal statement of its educational philosophy. That said, there has been important work done in recent years to understand and gain skill in adult pedagogy among the faculty. The VET affirms the progress being made, and encourages the faculty and leadership at BsB to continue development and articulation of their educational philosophy of adult learning, which can inform their approach to learning, teaching, and assessment.</p> <p>This, of course, is not intended to make all faculty teach the same way, but rather to encourage a process of shared consideration of educational theory, studies of best practice, and theological understandings of adult learning in their teaching and learning. Through this participatory process of developing a statement of their educational philosophy, the faculty and leadership would be able to review elements such as the graduate profile, course design, teaching, learning, and assessment practices, etc.</p> <p>Students expressed that most of the classes are very content-centred but BsB tries to compensate with “practicality” in the weekly assignments. Students also said that in the current model it is completely up to the teacher to define the balance between theory and practice, and that “some teachers do a better job than</p>

	<p>others” at that. In their perception there is usually a lot of dialogue and openness to critical thought and discussion, but not always the desired balance between theory and ministry skills.</p> <p>There is a structure for student evaluation of learning modules. Selected modules are chosen each trimester and each teacher is included at least once each year. The teacher gets the feedback and the Dean is only involved if there are issues/complaints from students. The VET heard from students that they feel their feedback and suggestions are all heard, but this process happens in an informal way and it is up to each teacher to decide whether or not he will give this feedback consideration. Students also said that they understand that some faculty are currently working on establishing a more formal process that will help filter and validate the students’ suggestions, and bring it to the teachers in a more official way.</p> <p>While significant progress has been made, especially with the appointment of the Quality and Strategy Manager, there is awareness that development of student-centred learning is an ongoing process: in module design, learning outcomes, teaching methodology, setting of assessments and so on. For example, a typed grid is good practice and used by some faculty but it is not considered as general policy. Some comments in the 2017 review still apply (see comments in recs B.3.1, 3, 5). The school is encouraged to employ integration of skills and theory of theological reflection - and link to refresh the graduate profile which has no real mention of the theologically reflective learner/reflective practitioner.</p>
<p>Commendations, recommendations, requirements</p>	<p>Requirement: that BsB create an outline for developing a written statement of educational philosophy.</p> <p>This outline should include plans for who will be involved in the process, when and how this process will proceed, who will have a say in approving the outcome, and a planned date for completion of the process.</p> <p>Recommendation: that BsB develop a written statement of the educational philosophy of the school.</p> <p>BsB may consider it worthwhile to bring in an external consultant to facilitate the faculty and leadership in developing this statement. (N.B: This is a comment giving context to the recommendation but is not actually a formal part of the recommendation)</p> <p>Recommendation: that BsB consider a diversity of pathways or</p>

	<p>options for students to tailor their studies according to their current and future ministries.</p> <p>Recommendation: that BsB give consideration to developing a more formal process of closing the feedback loop back to students.</p> <p>It would be valuable for students to hear feedback from faculty / administration about changes that have been made based on student feedback. (N.B: This is a comment giving context to the recommendation but is not actually a formal part of the recommendation)</p> <p>Recommendation: that BsB consider further professional development activities among faculty on how to implement formative and summative assessment.</p>
Panel conclusion	Partial compliance

B.4 - STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

INSTITUTIONS FORMULATE AND IMPLEMENT SUITABLE POLICIES FOR THE STUDENT “LIFE CYCLE” THAT INCLUDES ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION.

Guidelines examined	B.4.1 Admission; B.4.2 Progression; B.4.3 Recognition; B.4.4 Graduation and certification.
Previous requirements or recommendations	<p>2017 Recommendation; Graduation <i>requirements</i>: Requirements should be communicated to the students in a student handbook that includes all the module descriptions (syllabi). Diploma Supplement is not yet in place; its usefulness was not understood. 2017 Recommendation; Student Access <i>11. Student access</i>: Policies for special access have not been finalized; in particular, evaluation policies for informal and non-formal education have so far not been formulated.</p>
Evidence of Compliance;	<p>Bibelschule Brake publishes every year a comprehensive information package/course catalog since 2021. A Diploma Supplement has been fully implemented since 2019. Policies for student access and the recognition of prior learning have been specified. Nevertheless, procedures for recognizing informal and non-formal education are still not formulated explicitly. SER B.4, meetings with staff and students, ancillary documents including,</p> <ul style="list-style-type: none"> ● Bewerbungsantrag (application form) ● Applicant reference form ● Applicant pastors reference form ● Sample student progression overview 8th trimester ● Sample transcript of records ● Sample certificate Bibelschule Brake ● Sample certificate ECTE
Analysis	<p>BsB has developed a policy for recognition of formal learning. However, there is still a need to continue efforts to develop written policy for recognition of non-formal and informal learning, which is currently being handled on a case-by-case basis. Further, it would be good practice for these policies to be made accessible to students.</p> <p>This type of policy does not need to be a long document, nor need it include every possible case in the future. One approach to developing this policy may be to look at cases over the last five</p>

	years and summarise the situations where recognition was granted (or not) into a written policy document. This document would then be included in the student handbook. It would be good practice to include in the policy that the policy can be expanded as new situations arise.
Commendations, recommendations, requirements	Recommendation: that BsB develop a policy for recognition of non-formal and informal learning.
Panel conclusion	Substantial compliance

B.5 - QUALIFICATION NOMENCLATURE AND CREDITS

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNISED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

Guidelines examined	B.5.1 Qualification nomenclature; B.5.2 Credits;
Previous requirements or recommendations	None
Evidence of Compliance;	SER B.5, ancillary documents including, <ul style="list-style-type: none"> ● Sample Certificate ● Sample Certificate with Translation and ECTE Certificate ● Student's Handbook ● School Website.
Analysis	Full compliance in terms of qualification nomenclature.
Commendations, recommendations, requirements	None
Panel conclusion	Full compliance

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

BsB is a reputable institution, with many strengths. The C-SER was well organised and clearly formulated. The school responded (where relevant) to the recommendations and requirements made by the previous accreditation visits.

The following mentions a List of 7 Commendations, 12 Recommendations, 2 Requirements for BsB

1. **Commendation:** The VET found evidence that representatives throughout the institution operate with a shared sense of the identity of the school in its context and amongst its constituency.
2. **Commendation:** BsB is to be commended for the development that has taken place since the last review by ECTE related to governance structure which clarified the relationship between board oversight and operational management by school leadership.
3. **Commendation:** The integration of “non-educational” staff into the mission and purpose of the school is to be commended. These staff members play a critical role in character and educational formation of the students.
4. **Commendation:** The faculty demonstrates a high level of commitment to students’ character and spiritual formation alongside cognitive formation, and availability to students’ formation outside of formal classroom settings.
5. **Commendation:** BsB is to be commended for the holistic sense of learning community that is evident amongst students, staff, and faculty.
6. **Commendation:** For the restructuring of student services that provides transparency, clear communication in the departments, and significant support for students
7. **Commendation:** for BsB’s rapid response to the coronavirus pandemic crisis by moving to and adapting their educational systems to an online learning environment, and for exploring ways of allowing these changes to shape how they do things in the future.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATIONS

1. **Recommendation:** that a plan be developed with action steps for reviewing, clarifying, communicating, and applying the vision and mission statement that is tied to strategic planning and budgeting.

We encourage the clarification of the school's vision and mission statement that involves input from both internal and external stakeholders of the school.

2. **Recommendation:** that BsB consider ways of solidifying student participation in decision-making structures related to academic programmes and governance.

3. **Recommendation:** that BsB solidify a three to five year integrated Strategic Plan across departments with input from all stakeholders.

A formal written plan might include the following elements:

- How and when the goals may be attained,
- What resources are required,
- Who will be responsible for each element and to whom they are accountable,
- What group will monitor the process,
- As well as the role of the board in the development and approval of the Plan.

4. **Recommendation:** that BsB initiate the creation of a document that provides an overview of internal quality assurance policies and procedures.

Again, we recognize that many of these procedures exist in practice. The recommendation is intended to encourage the formalization and publication of these practices as policy in the relevant internal documents. A helpful reference for starting this document can be found in the ECTE supplemental guidelines: <http://ecte.eu/wp-content/uploads/2019/11/Guidelines-for-Internal-Quality-Assurance-Policies.pdf>

5. **Recommendation:** that BsB consider ways of including marketplace/non-ecclesial work settings as a part of its internship and placements programme.

Specifically, that consideration be given to giving credit for experiential learning, with reflection, that takes place in non-ecclesial workplace environments. This might involve formalizing teaching and learning around the skill and understanding of theological reflection/reflective practice in a variety of contexts where students and alumni work.

6. **Recommendation:** that BsB review their graduate profile and accompanying programme learning outcomes to bring it into alignment with their strong emphasis on developing reflective practitioners.

7. **Recommendation:** that BsB consider ways to further integrate learning related to practical social/contextual analysis tools to analyse and engage in increasingly diverse social and cultural contexts as locations for ministry after graduation.

8. **Recommendation:** that BsB develop a written statement of the educational philosophy of the school.

BsB may consider it worthwhile to bring in an external consultant to facilitate the faculty and leadership in developing this statement.

9. **Recommendation:** that BsB consider a diversity of pathways or options for students to tailor their studies according to their current and future ministries.

10. **Recommendation:** that BsB give consideration to developing a more formal process of closing the feedback loop back to students.

It would be valuable for students to hear feedback from faculty / administration about changes that have been made based on student feedback.

11. **Recommendation:** that BsB consider further professional development activities among faculty on how to implement formative and summative assessment.

12. **Recommendation:** that BsB develop a policy for recognition of non-formal and informal learning.

SUMMARY OF REQUIREMENTS

Requirements

1. **Requirement:** that BsB submit to ECTE an outline for an integrated, institution-wide strategic plan, with an action plan of estimated dates for completing the steps to fully develop a written strategic plan (ECTE Standard A.2.4).
2. **Requirement:** that BsB create an outline for developing a written statement of educational philosophy (ECTE Standard B.3.1).

This outline should include plans for who will be involved in the process, when and how this process will proceed, who will have a say in approving the outcome, and a planned date for completion of the process.

IN CONCLUSION

The visitation team recommends to the ECTE Accreditation Commission that BsB be judged to be in compliance with the *Standards and Guidelines* of the ECTE in both institutional and programme areas with the exception of the two requirements listed above.

The team recommends the renewal of accreditation, with the relevant recommendations listed above, monitored through the annual reporting processes of ECTE, once the requirements have been substantially met.

The visitation team would like to reiterate their gratitude to BsB for a warm welcome and continual efficient and professional interaction with the team throughout the process. In an increasingly secularised West, it is heartening to see such commitment to evangelical theological education, Christ-centred and biblically focused.

In producing this report, all those involved as peer experts have been free from undue influence of stakeholders on the findings, analysis, conclusions, commendations, recommendations and requirements.

The Visitation team

Signed:

- Caleb Hutcherson (Team Leader)
- Dr. Patrick Mitchel
- Nathanael Hampp (Student Representative)
- Rebeca Couto (Student Representative)
- Grace Al-Zoughbi, Palestine (Review Secretary)

April 2022