

INTRODUCING THE ECTE

IDENTITY, ACTIVITIES,
ORGANISATION, QUALITY
MANAGEMENT AND FACT
SHEETS

E|C|T|E

European
Council for
Theological
Education

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INTRODUCTION

This document contains introductory information about the Identity, Activities and Organisation of the European Council for Theological Education (ECTE).

The first section, on ECTE Identity, contains an introduction to the history of the ECTE and a description of its current official status, goals and objectives as well as its affiliations and stakeholders. This section also lists the Core Values¹ that ECTE members subscribe to.

The second section, on ECTE Activities, provides a synopsis of the three main activities that the ECTE engages in: 1) membership and networking, 2) development through research and training, and 3) quality assurance/accreditation. The present document is a general introduction to these activities, and readers should follow up the references that are provided to more detailed documents.

The third section, on ECTE Organisation, contains the ECTE statutes and bylaws, information on ECTE governance and staff and a number of policies relating to independence, appeals, conflict of interest and finances. This section also contains the ECTE Quality Manifesto responding to the quality assurance standards of the European Standards and Guidelines (ESG).

The fourth section outlines the ECTE's provisions for internal quality, with particular reference to the European Standards and Guidelines (ESG) as the main tool for regulation of quality assurance in the European Higher Education Area (EHEA).

The final section contains fact sheets of the ECTE's activities, statistics and reports related to stakeholder satisfaction.

We offer this updated introduction to the ECTE as a tool in helping our stakeholders progress toward greater fitness for service, for God's greater glory in Europe.

Dr Steffen Schulte, Chairman
Dr Marvin Oxenham, General Secretary
Carmen Crouse, Accreditation Director

February 2023

¹ ECTE Core Values are due to be updated in 2023.

1 - IDENTITY

1.1 – History

The ECTE (formerly the European Evangelical Accrediting Association – EAAA) was officially founded by the delegates of 23 institutions on October 31, 1979, at St. Chrischona (Switzerland). Currently the ECTE has 77 member providers of which 32 are involved in the accreditation process and the remaining are network members. The work of the association is carried out by a Board, an Accreditation Commission, a General Secretary and a staff team. It is funded by member fees and is governed by a General Assembly composed of member institutions that meets on a bi-annual basis.

The ECTE is registered in Germany, operates out of offices in Italy, Switzerland, Germany, Palestine and Ireland, and serves a constituency comprised mainly of European institutions of theology (together with a number of institutions from the Middle East). Each institution reflects its own national culture, history, and ecclesiological affiliation and contributes to the wealth of experience and diversity in European theological education.

The ECTE aligns its operations with European quality assurance standards, and keeps abreast with higher education issues in Europe while also encouraging institutions to adapt to national situations. The ECTE is committed to keeping up with sector-specific issues and participates actively in global networks of theological education.

1.2 - Official status

The ECTE is a cross-border, professional, discipline-specific, independent accreditation agency that operates according to the *European Standards and Guidelines*(ESG)² and in adopts the *ICETE Standards and Guidelines for Global Evangelical Theological Education*.³

Through its activities, the ECTE contributes to the continuous enhancement of the quality of higher theological education in Europe and the Middle East. Accreditation by the ECTE involves external reviews institutions and programmes of theological education by independent, international peer experts, providing statements of comparability to published standards and certifying levels within the *European Qualification Framework* (EQF) and the *Qualifications Framework for the European Higher Education Area* (QF-EHEA) and in reference to international comparability schemes.

As a cross-border QA agency, the ECTE serves both higher education institutions and alternative providers of higher education learning opportunities. The ECTE does not determine the status of institutions nor their ability to award formal degrees, recognizing that the authority to do resides with national authorities.

² http://www.ehea.info/media.ehea.info/file/2015_Yerevan/72/7/European_Standards_and_Guidelines_for_Quality_Assurance_in_the_EHEA_2015_MC_613727.pdf

³ <https://icete.info/resources/sggete/>

The ECTE conducts both autonomous, voluntary reviews and reviews in cooperation with national QA requirements. The ECTE is currently pursuing registration on the *European Quality Assurance Register* (EQAR).⁴

The ECTE is a not-for-profit association, registered on 14.10.2018 (with its current name) in Baden-Württemberg, Germany (Registration Number: VR 201286) and formally recognised by German public authorities as an association whose purpose includes: ‘the promotion of religion and education. This is achieved both at home and abroad, in particular by promoting and securing the quality of the theological training of the member institutes based on uniform standards’ (ECTE Statutes, 2.1)

1.3 - Goals and objectives

MISSION STATEMENT

The mission of ECTE is to assist evangelical theological education in Europe to become and to be ‘fit for purpose’ so that it equips the church for God’s mission.

GOALS AND OBJECTIVES

The following objectives are expressed in the ECTE’s Mission statement.

1. *Excellence and fitness for purpose.* The ECTE’s entire network of people and services should strive for excellence, aiming at fitness for purpose in all that God has put into our care.
2. *Evangelical.* The ECTE is privileged to serve the entire Evangelical Church community and to inspire by its example its institutions to work in harmony with all evangelicals for God’s greater glory. The ECTE, in the spirit of the European Evangelical Alliance, respects denominational particularities and traditions, but considers them as secondary to the fundamentals of the Christian faith. The ECTE seek to maintain a balance between clear beliefs held under the Lordship of Christ and an attitude of “gentleness and respect” (1 Peter 3:16) towards all those outside of the evangelical tradition.
3. *Contextual and Relevant.* The ECTE network, located in Europe with its own particular history and context, should serve its constituency in light of the uniqueness and needs of today’s European peoples and cultures, while meeting the highest European educational standards. Located in Europe, in a climate of religious and social diversity and freedoms and serious challenges to the Christian faith, the ECTE also exists to meet the diverse leadership needs of the European churches and ministries by empowering and encouraging evangelical theological training institutions in our network.
4. *Missional.* The ECTE does not conceive evangelical theological education as an end in itself, but rather as a means for contributing to the kingdom of God in Europe and beyond through the qualitative and quantitative growth of the Church in Europe. The ECTE believes that theological education must not only produce knowledge and understanding in the minds of students, but also a deep spiritual, life-changing impact that will prepare graduates for effective service and healthy Christian living. The ECTE also believes that European churches and ministries will benefit as evangelical institutions of higher and vocational theological education collaborate and network more closely.
5. *Flexible and Developing.* The ECTE is committed to assisting its member institutions in adapting to the innovations within higher and vocational education in Europe and to the changing needs of the evangelical community and the world they are called to serve. The ECTE is also committed to

⁴ <https://www.eqar.eu>

assisting its member institutions in creating a flexible and developing network that will respond to needs and opportunities as they arise.

6. **Accountable.** The ECTE does not accredit on behalf of itself, but on behalf of the evangelical churches of Europe, seeking to encourage the training of workers and leaders in response to the needs and ideas of the evangelical community in Europe, while recognising the dynamic input and contributions of evangelical theological institutions to those churches. The ECTE also seeks to remain accountable to the standards and guidelines for quality in higher and vocational education in Europe.

VISION STATEMENT AND STRATEGIC FOCUS

The ECTE is to be a vibrant community of theological institutions that, rooted in Scripture, in commitment to God, to His church and to His mission to the world, impacts evangelical theological education in Europe through a vision for quality assurance, training and resourcing. Because of this impact, leaders of theological institutions will consider the ECTE network to be of vital significance for them.

The ECTE will develop as an organisation which fulfils its mission by strategically focusing on quality assurance and development, resourcing, and networking to build capacity in European evangelical theological education. Whereas interdisciplinary work is encouraged, the primary scope of institutions and programmes seeking the services of the ECTE is in the discipline of evangelical theology.

ACTIVITIES, SCOPE, AND DAILY WORK

Three main areas of work shape the strategic focus and the day-to-day operations of the agency (see Section 2 below for greater detail):

1. **Membership for networking.** The ECTE seeks to be a major voice of theological education in Europe connecting colleges and seminaries with each to share strategic resources in a common educational enterprise. The ECTE network also seeks to reinforce connections with the wider international world of theological education, with the broader faith-based community, with non-tertiary providers of theological training and with the European academic higher and vocational education contexts.
2. **Development.** The ECTE seeks to further serve theological education in Europe and beyond through publication, the creation and maintenance of key resources, organisation of events and the training of those involved in the delivery of theological education. The ECTE seeks to understand the present and future movements in theological education, in order to maintain relevance in delivering its services and to take part in developing a contemporary vision for theological education in Europe and beyond.
3. **Quality assurance.** The ECTE seeks to nurture and certify a culture of quality assurance in theological education through institutional and programme accreditation. ECTE accreditation seeks both comparability to European and international standards and guidelines and coherence with the values of evangelical theology. The ECTE's quality assurance services are subject-specific and cross-border in nature. Institutions that undergo quality assurance processes with the ECTE provide a witness to stakeholders, society, faith-based communities and organisations, employers and to the broader community of the academic, vocational and formational values they wish to communicate to their graduates.

ECTE quality assurance activities fall within the scope of the *European Standards and Guidelines* and include Institutional and Programme accreditation. The ECTE aims to determine the quality and level of learning opportunities within the Short Cycle, First Cycle and Second Cycle as defined in the *Qualifications Framework for the European Higher Education Area* (QF-EHEA), corresponding to levels 5,6 and 7 of the *European Qualifications Framework* (EQF). As a cross-border QA agency, the ECTE does not determine the status of institutions nor their ability to award formal degrees, making

careful distinctions between higher education institutions and alternative providers of higher education learning opportunities (see more below).

1.4 – Affiliations and stakeholders

AFFILIATIONS

EEA. Besides serving European institutions, the ECTE also seeks to cultivate a meaningful relationship with churches, denominations and evangelical organizations that are based in Europe. These relationships are particularly important as the ECTE works to keep theological education relevant and sensitive to the needs of the churches. The ECTE is affiliated with the European Evangelical Alliance (EEA) and all member institutions generally endorse the statement of faith and theological orientation of their relevant faith-based stakeholders and communities (<https://www.europeanea.org>).

ENQA. The ECTE values the importance of educational QA contexts in Europe and has been an Affiliate of the European Association for Quality Assurance in Higher Education (ENQA) since 2007. The ECTE's standards and framework are designed to implement standards of the Bologna Process (European Standards and Guidelines) and of the European Higher Education Area (EHEA) in theological education. The ECTE's quality assurance procedures are carried out in compliance with the European Standards and Guidelines (ESG)(<https://enqa.eu>).

EQAR. The ECTE is currently undergoing review for inclusion in European Quality Assurance Register. (<https://www.eqar.eu>).

FEET. As a subject-specific network and quality assurance agency dealing with the discipline of theology, the ECTE is a full member of the Fellowship of European Evangelical Theologians (<http://www.feet-europe.net>).

ICETE. The ECTE is a founding member of the International Council for Evangelical Theological Education (ICETE) through which it is linked to seven evangelical quality assurance agencies across the world representing over 1000 training institutes of theology (<http://icete.info>). Since 2019, the ECTE has adopted the *ICETE Standards and Guidelines for Global Evangelical Theological Education (SG-GETE 2021)* into its own standards, thus enhancing recognisability and trust in ECTE's accreditation with a global comparability scheme. To further enhance qualification comparability, recognition and student mobility, the ECTE includes the *ICETE Comparability Framework*⁵ into its own *ECTE Certification Framework*.⁶

INQAHEE. The ECTE values the importance of higher educational quality standards worldwide and since 2005 has been a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAHEE). The International Network for Quality Assurance Agencies in Higher Education (INQAHEE) is a world-wide association of near 300 organisations active in the theory and practice of quality assurance in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes (as associate members) other organisations that have an interest in QA in higher education (<https://www.inqahe.org>).

⁵ <https://icete.info/icete-qualification-comparability-framework/>

⁶ <http://ecte.eu/wp-content/uploads/2022/11/ECTE-Certification-Framework.pdf>

STAKEHOLDERS

For the purpose of this document, stakeholders are defined as all those that have a 'stake' to 'hold' in institutions of theological education in Europe and therefore in the quality assurance activities of the ECTE⁷. The following three categories of ECTE stakeholders can be identified as they interact with ECTE quality assurance processes.

A. Direct stakeholders The following interact directly with the quality assurance processes of the ECTE.

- A1 – HEIs - accredited institutions and member institutions
- A2 – Peer subject-specific agencies
- A3 – European QA authorities
- A4 – Global theological education networks
- A5 – ECTE staff
- A6 – Peer experts (VETs)

B. Indirect internal stakeholders. The following stakeholders interact internally with the quality of their institutions and indirectly with the quality assurance processes of the ECTE.

- B1 – Theology students
- B2 – Academic faculty
- B3 – Institutional leadership
- B4 – Administrative staff
- B5 – Governing boards

C. Indirect external stakeholders. The following interact externally with the quality of the institutions they are involved with and indirectly with the quality assurance processes of the ECTE.

- C1 – Ecclesial entities
- C2 – Graduate employers
- C3 – Funders and fundraisers
- C4 – Other external partners

See more in below on the ECTE's stakeholder extension policies and involvement plans.

1.5 – ECTE Core Values

All ECTE member institutions subscribe to the following core values and are prepared to provide evidence. This applies equally to institutions that are joining the ECTE network as members and institutions that engage with ECTE's quality assurance and accreditation services. Organisations applying for affiliate membership should also subscribe to these core values as is relevant to their operations.

Each core value below completes the phrase 'As ECTE, we propose to be...'

1. Trust builders that are committed to quality and values.

We aim at building trust between providers of theological education and between providers and stakeholders. We are committed to both European and Christian values as a shared ground of mutual trust. We implement this in our external accreditation work that fosters excellence and fitness for purpose and in our internal quality assurance processes. Quality is defined for us in our standards, procedures, and policies.

2. Paracletic workers that come alongside others for flourishing.

⁷ Stakeholders can be understood to cover all actors within higher education institutions, including students and staff, as well as external stakeholders such as employers and external partners of an institution' (EQAR, *ESG Use and Interpretation*, p.2)

We adopt an institution-centred approach to accreditation which is understood in terms of quality enhancement. We seek to carry out all our work in a spirit of love, gentleness, help, support, grace together with rigor, consistency, and clarity. We implement this in our quality assurance work, in our internal dealings with each and in our networking activities as we help providers to see each other as partners and not competitors.

3. Enterprise developers that embrace both tradition and innovation in education and Christianity.

We are committed to educational tradition and innovation and to the Christian tradition and its dynamic mission. We seek to encourage new ideas, openly engage with novelty, foster creativity and innovation, design, build and implement structures for effective and contextual theological education and participate in God's dynamic mission. We implement this in development and research, in supporting new approaches design and delivery of theological education and devising ways to assure their quality through standards and guidelines.

4. Connection makers that network people, organisations and contexts.

We believe in the power of networking with various communities and Christian traditions and with the prioritization of healthy relationships and processes. We support cross-cultural cooperation, and we pursue relevance in an ever-changing European context. We implement this through our networking focus and in our peer-based approach to quality assurance.

Although the ECTE's core values are specific to educational institutions, non-educational organisations and individuals applying for associate membership likewise endorse the core values listed above.

2 - ACTIVITIES SCOPE AND DAILY WORK

2.1 - Activities

The ECTE performs three main sets of activities. Of these, quality assurance, and specifically institutional accreditation and programme accreditation, fall under the scope of the ESG and are subject to external review. Networking and development, instead, do not fall under the scope of the ESG and are not subject to external review.

2.1.1 – NETWORKING AND MEMBERSHIP

As globalisation and internationalisation shape the world, networking is becoming the way of the future in higher and vocational education. The vision of the ECTE is to respond to the challenges of a changing world by developing an effective and sustainable network of European theological institutions and leaders that adhere to a set of common values and that can effectively serve one another by connecting their resources in a common evangelical educational enterprise. The ECTE network also seeks to reinforce connections with the wider international world of theological education, with the broader church community, with non-tertiary providers of theological training and with the European academic higher education and vocational education context.

The member institutions of the ECTE network benefit from the following potential advantages:

- The requirements for ECTE membership are designed to testify to the quality of institutions within evangelical Europe, both to the supporting constituency and among other theological institutions. ECTE membership thus well represents tangible evidence of the desire to be a part of what God is doing through theological education in Europe.
- Being part of the ECTE network enables confident interchange with fellow institutions that share common values. This interchange can produce lasting friendships among peers and many profitable enterprises.
- As the ECTE engages with the broader context of the European Higher Education Area and international higher education networks (through membership, for example, in the ENQA and INQAAHE), being part of the ECTE network allows institutions to remain abreast of current developments, standards and trends.
- Mission boards, denominations and service groups welcome an evangelical seal of quality, especially in the case of institutions that operate under government or secular university accreditation. If necessary, the ECTE will provide recommendation of its members to foundations.
- The network is committed to assist in launching and managing networking projects of any member institution and in giving them publicity on the ECTE website.
- Member institutions will be included in the list of member institutions on the ECTE website and can claim ECTE membership on their publications.
- All institutions will receive updated information regarding service benefits, projects, seminars, library grants, and all of the ECTE's publications. Members will also have priority in being invited to participate in reserved events, seminars, consultations and projects.
- Through the ICETE, member institutions will have access to a worldwide network of over 1000 theological institutions. The ECTE is one of the seven agencies that comprise the ICETE, through

which institutions become members of a global network of over 1000 institutions, organisations, denominations and agencies (see www.icete.info).

- Member institutions may benefit from orientation visits to investigate ECTE accreditation and access to quality assurance services for institution programmes.
- ECTE members also benefit with free access to educational modules offered through the ICETE Academy (see <https://icete.academy>).

Institutions interested in ECTE Membership can request an Orientation Visit. Member institutions can also request an Orientation Visit to gain insights on accreditation or quality assurance issue. Regular visitation fees apply for this kind of visit.

Regular membership

Regular membership in the ECTE network is available to all institutions of evangelical theological education operating formally at post-secondary or tertiary level (Associate membership is also available, see below).

Through membership, the ECTE seeks to create an institutional network that groups academic units together for multiple purposes and that promotes projects that deal with multiple aspects and persons involved in theological education.

Criteria and procedures to become a regular ECTE member are outlined in a separate document.⁸

Associate membership

Associate membership is open to 1) non-formal, non-tertiary providers of theological education, 2) individuals or 3) organizations (such as an association of theological institutions, a theological association, a church, a denomination or a mission) that have vested interest in theological education. Associate members have a voice but no vote in the General Assembly (see *ECTE Statutes*, 3.1 below).

Criteria and procedures to become a regular ECTE member are outlined in a separate document.⁹

2.1.2 – DEVELOPMENT

The ECTE seeks to further serve theological education in Europe and beyond through the development quality in theological education through research and training.

Research

The ECTE seeks to understand the present and future movements in evangelical theological education, in order to maintain relevance in delivering its services and to take part in developing a contemporary vision for theological education in Europe and beyond. This is done through international collaboration where appropriate.

ECTE research activities are carried out by ECTE staff and Board members and can include academic and popular publishing of articles and monographs, facilitation of conferences, reporting, thematic analysis and partnership agreements with institutions conducting research in theological education.

Training

The ECTE invests strategically in initiatives that enhance the educational training of its member institutions. These include training of VET members that carry out accreditation visits, training of institutions on a variety of topics through international and local events and the provision of key materials.

⁸ See: *Criteria and Procedures for ECTE Membership* <http://ecte.eu/network/membership/>

⁹ See: *Criteria and Procedures for ECTE Associate Membership* <http://ecte.eu/network/associate-membership/>

The ECTE is a partner of the *ICETE Academy*, an educational development platform providing certified professional training for theological educators. The *ICETE Academy* provides short courses within a fellowship scheme on wide range of topics and through flexible delivery modes.¹⁰

2.1.3 – QUALITY ASSURANCE

The ECTE seeks to nurture and certify a culture of cross-border quality assurance in theological education through institutional and programme accreditation. ECTE accreditation seeks comparability to European and international standards and coherence with the discipline-specific values of theology. ECTE quality assurance activities fall within the scope of the *European Standards and Guidelines* (ESG) and include institutional and programme accreditation. Procedures and standards for these activities are published separately.¹¹

ECTE accreditation aims to determine the quality and level of learning opportunities as outlined in the QF-EHEA for the Short Cycle, First Cycle and Second Cycle and EQF at levels 5, 6 and 7 but does not determine the status of institutions nor their ability to award formal degrees. More information on the *ECTE Certification Framework* is published separately.¹²

An important distinction is made in European higher education between higher education institutions (HEIs) and alternative providers of higher education learning opportunities (APs).¹³ Both kinds of institutions offer educational opportunities with learning outcomes at higher education level, however, whereas higher education institutions (HEI) can award formal degrees with protected degree nomenclature recognised by local authorities, alternatives provider of higher education (AP) do not award formal degrees. The ECTE recognises this important distinction and aims to determine the quality and level of learning opportunities as defined by the QF-EHEA but not the status of institutions nor their ability to award formal degrees.

ECTE Accreditation in the European Higher Education Area

The ECTE operates in the field of accreditation within the overall context of European higher learning where the progressive enlargement of the European Union has generated a process of profound change and the realization of a common European Higher Education Area (the EHEA). In this process, a major role is being played by the “Bologna Process” which has united over 47 European Ministers of Education and numerous educational and governmental agencies around the project of creating a common framework of reference for European tertiary education.¹⁴

In recognising the value of the EHEA educational framework and desiring to better contextualise to the European situation, the ECTE has integrated several of the EHEA tools into its own standards and procedures. These include, for example, the *European Qualifications Framework* (EQF) and the *European Standards and Guidelines* (ESG) that have been incorporated into the *Standards and Guidelines for ECTE Accreditation* to define levels and standards.¹⁵ The *European Standards and Guidelines* (ESG) have also been used as points of reference for ECTE’s own internal quality procedures (see below in this document). The ECTE also encourages the use of specific EHEA tools such as the ECTS credit system, the *Dublin Descriptors*¹⁶ and the Diploma Supplement and the implementation of educational strategies such as learning-outcome based programmes and the recognition of non-formal and informal learning.

¹⁰ See <https://icete.academy>

¹¹ See *Criteria and Procedures for ECTE Accreditation* <http://ecte.eu/qa/procedures/> and *Standards and Guidelines for ECTE Accreditation* <http://ecte.eu/qa/standards/>.

¹² See <http://ecte.eu/ecte-accreditation/ecte-certification-framework/>

¹³ See: <http://ecte.eu/ecte-accreditation/ecte-accreditation-and-institutional-status/>

¹⁴ For a description the Bologna Process see the Council of Europe Higher Education and Research website at http://www.coe.int/T/DG4/HigherEducation/EHEA2010/BolognaPedestrians_en.asp

¹⁵ See: *Standards and Guidelines for ECTE Accreditation* <http://ecte.eu/qa/standards/>

¹⁶ In 2018, the earlier Dublin Descriptors were published as the ‘Overarching Framework of Qualifications of the European Higher Education Area’ http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIII_952778.pdf

At the request, joint accreditation procedures with a national agency may be conducted. Prerequisite to the joint accreditation are cooperative agreements between agencies which have their own strengths and expertise. A collaborative accreditation process with merged evaluative criteria needs to be defined as standards will be applied in a complementary way. Joint accreditation can be also implemented among ICETE agencies (see below).

ECTE Accreditation in global evangelical theological education

In addition to being uniquely European, ECTE accreditation also reflects global theological education.

Over the decades, many evangelical theological institutions have been established in many parts of the world and a number regional accrediting agencies, such as the ECTE, have risen up to provide networking and quality assurance services to these agencies. Seven such regional accrediting agencies cooperate in the international network know as the International Council For Evangelical Theological Education (ICETE), representing nearly 1000 schools in Africa, Asia, Caribbean, Europe, Euro-Asia, Latin America, Middle East and North Africa and North America.¹⁷

ICETE's origins are rooted in the emergence of networks of evangelical theological schools in the majority world during the late 1960s and early 1970s. From among these new associations came a call for some means by which they might be in regular contact and collaboration at the international level. The WEA Theological Commission agreed to sponsor the project, and the ICETE was formed in March 1980.¹⁸

The ECTE reflects the values and standards of global theological education by endorsing key documents like the new edition of the *ICETE Manifesto on the Renewal of Evangelical Theological Education*¹⁹ and by substantially including the *ICETE Standards and Guidelines for Global Evangelical Theological Education (SG-GETE)* into its own accreditation standards.²⁰

The aims of ECTE Accreditation

Accreditation is a process which requires prolonged time for self and external evaluation, during which the total institution's setting, programme, structures and life are carefully reviewed. Very simply stated, accreditation is the process whereby an external agent verifies the internal quality assurance processes of an institution and the achievement of mutually agreed upon standards.

Accrediting associations are often perceived as constraining structures that hunt out weaknesses in institutions and impose predetermined standards. Rightly understood however, the accreditation process is didactic and is meant to help institutions achieve their own objectives and increase their "fitness for purpose".

'At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution's performance'.²¹

The ECTE aims to help institutions ask the right questions, find the answers that fit their context and establish appropriate internal quality assurance procedures that will meet the desired outcomes. The ECTE's main task is not to criticise institutions, but to lend expertise and assistance and to identify areas of weakness in order to stimulate institutions to greater excellence and relevance.

Standards and guidelines as well as criteria and procedures for ECTE accreditation are outlined in two separate documents.²²

¹⁷ See <https://icete.info/directory/members/>

¹⁸ See <https://icete.info/about/>

¹⁹ See <https://icete.info/resources/manifesto/>

²⁰ See: *Standards and Guidelines for ECTE Accreditation* <http://ecte.eu/qa/standards/>

²¹ *Context, scope, purposes and principles of the ESG* (p.2) <https://revisionesg.files.wordpress.com/2013/03/context-scope-purposes-esg-february-2013.pdf>

²² See *Standards and Guidelines for ECTE Accreditation and Criteria and Procedures for ECTE Accreditation* <http://ecte.eu/qa/standards/>. The ECTE also provides a set of supplemental *Guidelines* around good practice in a number of specific areas <http://ecte.eu/qa/guidelines/>.

2.2 - Scope

The scope of ECTE's networking activities is to connect institutions of evangelical theology and theological educators within the European and Middle Eastern regions with each other and with the broader global network of theological education. ECTE networking also includes the cultivation of meaningful connections and, where possible collaboration, with other networks of higher education, quality assurance agencies, HEIs and service providers in Europe and globally.

The scope of ECTE's development activities is to enhance the reflection and professional practice, with a primary focus on the practical and theoretical aspects related to the discipline of theological education. ECTE's developmental activities of encouraging training and conducting research relate educational theories and practices to the field of theological education. The ECTE's main conversation partner in training activities is the ICETE Academy.

The scope of ECTE's quality assurance activities includes tertiary institutions in Europe and the Middle East that deliver formal higher education programmes in the discipline of theology. The ECTE performs quality assurance within the QF-EHEA for the Short Cycle, First Cycle and Second Cycle, equivalent to EQF levels 5,6 and 7. ECTE accreditation aims to determine the quality and level of learning opportunities but does not determine the status of institutions nor their ability to award formal degrees, making a careful distinction between higher education institutions and alternative providers of higher education learning opportunities.²³

2.3 - Daily work

In terms of the daily work of the ECTE, the activities outlined above translate into the following tasks (the list below is illustrative and not comprehensive):

- Membership expansion
- Communication with members
- Organisation of networking events, mainly the bi-annual General Assembly
- Information sharing on global items of interest and innovation in the sector
- Project management and fundraising for service initiatives
- Communication with international HEIs and other accrediting bodies on recognition issues
- Participation in the global board of the ICETE
- Membership in quality assurance networks such as the ENQA and the INQAAHE
- Production and sharing of research and trends
- Ongoing research into developments in the EHEA and the professional sector of global theological education
- Training on key issues during the bi-annual General Assembly
- Partnership with the ICETE Academy, and encouragement to institutions to pursue training for educational and non-educational staff
- Development of standards and guidelines for quality in theological education
- Development of procedures and criteria and response to change with appropriate procedures
- Training of peer experts (VETs)
- Organisation of site visits
- Production and publication of review reports
- Accreditation decisions and publication
- Board and staff meetings
- Maintenance of database and institutional quality assurance records

²³ See: <http://ecte.eu/ecte-accreditation/ecte-accreditation-and-institutional-status/>

3 – ORGANISATION

3.1 - ECTE Statutes

This is an English translation, the original legal document *Satzung ECTE* is in German and deposited with ECTE's registration as a non-profit organisation. The ECTE Board has revised the statutes for presentation to the General Assembly in Larnaca, 9 March, 2023.

1. NAME, LEGAL ADDRESS, REGISTRATION AND FINANCIAL YEAR

1.1 The Association is called the "European Council for Theological Education", abbreviated as ECTE.

1.2 The Association has its legal address in Korntal-Münchingen and is registered in the registry of non-profit organisations (*Vereinsregister*).

1.3 The financial year is the calendar year.

2. PURPOSE AND NON-PROFIT STATUS

2.1 The purpose of the association is the promotion of religion and education. This is achieved both at home and abroad, in particular by:

- promoting and securing the quality of the theological education based on uniform standards.
- promoting and supporting the development of theological training primarily in Europe through publications, conferences, training and the provision of further resources.
- strengthening the significance of theological education through networking between theological institutions, and with European higher education, international theological education and ecclesial entities

2.2 The association pursues exclusively and directly non-profit purposes within the meaning of the section "Tax Beneficiary Purposes" of the German Tax Rules & Regulations. The association acts selflessly and does not pursue primarily economic purposes. Funds of the Association may be used only for the purposes stated in the statutes. Members do not receive remunerations from the Association. No person may be remunerated for expenses which are foreign to the purpose of the association or which are disproportionately high.

2.3 Persons who act on behalf of the association will receive reimbursements for documented reasonable expenses; the details can be regulated in separate rules and regulations for business by the Governing Board. The granting of appropriate remuneration for services is made only on the basis of a written contract. Remuneration for members of the Governing Board is to be communicated to the General Assembly.

3. MEMBERSHIP

3.1 Regular members of the Association are evangelical theological educational institutions. The ECTE Board decides on applications for membership.

3.2 Associate membership (with voice, but no right of application or vote) is open to individuals and to organisations such as associations of evangelical theological institutions, churches and/or missions who subscribe to the purposes and core values of the Association. The ECTE Board decides on their admission.

3.3 A list shall be kept of the members, their legal representatives and, if appropriate, a delegate deviating from them. Any changes to the contact data, in particular also a valid e-mail address, must be

communicated to the Governing Board without delay. The processing and use of the data takes place solely for association purposes in compliance with the Federal Data Protection Act (of Germany).

3.4 Membership in the ECTE ends

- a) by declaration of resignation, which can be made at any time and must be declared to the Board in writing. The withdrawal shall take effect at the end of the year in which it is declared. When the withdrawal becomes effective, the former members are prohibited from continuing to refer to their membership in their publications. Any fees and contributions for the year of the withdrawal that are still due and due in the year of departure shall be paid at the latest with the declaration of withdrawal and shall not be refunded.
- b) by dissolution of the legal association.
- c) by exclusion. The exclusion takes place by resolution of the Board, if there is an important reason. An important reason exists in particular if conduct violates the interests of the association in a gross way or if the member is in default with the payment of the fees for two years. The ECTE Board decides on the exclusion with immediate effect. Before the decision is made the member shall be given the opportunity to justify before the Governing Board his / her written objection. The exclusion decision shall be made known to the excluded by registered letter, indicating the essential reasons. A letter of appeal may be lodged against the exclusion decision within one month of receipt of this letter to the next General Assembly, which then decides finally on the decision against the member not present in the meeting. The appeal must be justified. In so far as this remedy is not used or is not used in time, or without justification, or if the decision is confirmed, the member submits to this decision with the result that the latter is no longer accessible to further judicial control. This is to be pointed out in the exclusion decision.

3.5 If a member ceases to operate it must notify the Board of this without delay and the membership automatically ends.

4. ORGANISATIONAL BODIES

4.1 Organisational bodies of the Association are:

- the General Assembly
- the Board
- the Accreditation Commission

4.2 The members of the organizational bodies are obligated to fulfil their tasks properly, §§ 31a and 31b BGB (German Civil Code), this applies accordingly to the liability of both members and board members working for remuneration, regardless of the amount of the remuneration

4.3 All meetings, assemblies and resolutions may be held in person, electronically or by hybrid means, as decided by the respective convening body. Insofar as the possibility of participation is also enabled by electronic means, reference must be made to the chosen method when the meeting is convened so that the respective members can ensure availability, and the specific access instructions must be communicated in good time before the meeting. The members commit not to disclose access instructions to third parties.

4.4 Resolutions shall be recorded in minutes, which shall be signed by the respective chairperson of the meeting and the keeper of the minutes, both of whom shall be appointed by the convening body. The minutes shall be sent to the members of the respective bodies in text form without delay. Objections to the correctness of the minutes of the meeting may only be raised within one month of the date of transmission. The Board shall make a final decision on objections after hearing the respective chairperson of the meeting and the keeper of the minutes.

5. THE GENERAL ASSEMBLY

5.1 At least every two years, all members are to be convened at a general assembly, the date of which is announced at an early stage. The meeting is convened in writing by the Board at least 14 days before the meeting date. The invitation contains the agenda.

- Requests for the agenda must be received by the Board no later than 2 months before the date of the meeting.
- Members must register for the meeting within the deadline set by the Board and declare who is to represent them in the General Assembly.

5.2 Additional General Assemblies must be convened if the interest of the association requires it, or at least one third of the regular members of the association require the convening of the meeting in writing, specifying the purpose and reasons.

5.3 Any duly convened General Assembly shall be quorate without regard to the number of the members present.

5.4 Associate members may delegate up to two non-voting observers in an advisory capacity to the General Assembly.

5.5 The responsibilities of the General Assembly are:

- to elect the Board
- to approve the budget;
- to accept the report of the Board
- to commission an independent expert to audit the accounting and to report his/her findings to the General Assembly
- to discharge the Treasurer and the Board (Entlastung erteilen)
- to approve the ECTE accreditation standards
- to discuss and decide on future activities of the association.

5.6 Decisions of the General Assembly are made by simple majority of the valid votes cast. This also applies to decisions, which are made in text form outside a general meeting.

- Decisions are made by public vote unless a secret ballot is requested by at least 30% of the voting members present.
- The General Assembly decides on amendments to the Statutes and purposes by a 2/3 majority of the valid votes cast.
- The Board may - by simple majority of valid votes cast - amend those parts of the statutes which have been questioned or a change has been requested by the registry or the tax authorities. These changes are to be communicated to the members in minutes.

6. THE BOARD

6.1 The Board consists of the Chairperson, the Vice-Chairperson, the Treasurer and two to six other members, three of whom are, if possible, in no direct relationship with the members of the association. The Board is elected by the General Assembly by secret ballot for 4 years. The Board remains in office until a new election has been held. Re-election is possible. The Treasurer is elected internally by the Board.

6.2 According to § 26 of BGB (German Civil Code) only the Chairperson and Vice-Chairperson are entitled to represent the Association

6.3 The work of the Association can be supported by staff. The General Secretary and Accreditation Director are appointed by the Board and attend the Board meetings with voice but without voting rights.

6.4 The Board ensures the day-to-day business of the Association. Its tasks are, in particular:

- to formulate and monitor the Association's strategic plan
- to appoint the members of an Accreditation Commission and approval of its Policies and Procedures
- to appoint Visitation Evaluation Team members

- to establish the budget and monitor the handling of finances of the Association
- to decide on the admission of new members to the Association
- to set the agenda for the General Assembly including Board elections

6.4 The Board may appoint committees to deal with special issues, invite advisors and hire staff as needed.

6.5 The Board is to be convened by the Chairperson at least once a year in text form at least 14 days before the intended meeting date, stating the agenda. The Board has a quorum if at least half of the members of the Board are present. Resolutions of the Board are passed by a simple majority of the valid votes cast.

7. THE ACCREDITATION COMMISSION

7.1 The Accreditation Committee consists of 6-11 members.

7.2 The members of the Accreditation Commission are appointed by the Board for a period of two-four years, re-appointments are possible.

7.3 Accreditation decisions are the sole responsibility of the independent Accreditation Commission.

7.4 The members can receive an attendance fee for their activities up to the actual amount of the Volunteer flat rate (*Ehrenamtszuschale*) (§ 3 Nr. 26a EStG). The Board decides on the amount.

7.5 Details are defined in the *Accreditation Commission Policies and Procedures* document which will be decided by the Board.

8. INCOME AND PROFITS

8.1 Income consists of fees, asset management and grants/donations.

8.2 The General Assembly decides on the type, amount, basis and due date of the membership fee and can determine this in detail in a contribution schedule. The annual membership fee currently determined by the Annual General Meeting shall be due upon admission to the association, otherwise the dates apply as determined by the meeting. The Board may, in justified individual cases, reduce the membership fee or waive it altogether.

9. DURATION AND DISSOLUTION

8.1 The Association exists for an unlimited period of time.

8.2 The dissolution of the Association can only be decided at a General Assembly by a three-quarters majority vote of members present as long as the dissolution was part of the submitted agenda. The invitation to this General Assembly must be sent out at least four weeks prior to the meeting.

8.3 In the event of the dissolution of the association or in the event that tax-privileged purposes cease to exist, the assets of the association fall to a tax-privileged body for use for non-profit purposes within the meaning of § 2 of these Statutes, i.e. for the promotion of evangelical theological training in Europe.

8.4 In the event of dissolution of the Association, the liquidation shall be carried out by the members of the Governing Board who are in office at the time of dissolution, on the provisions governing the resolution and representation in the Articles of Incorporation unless the resolution of the General Assembly decides otherwise

3.2 - ECTE Bylaws

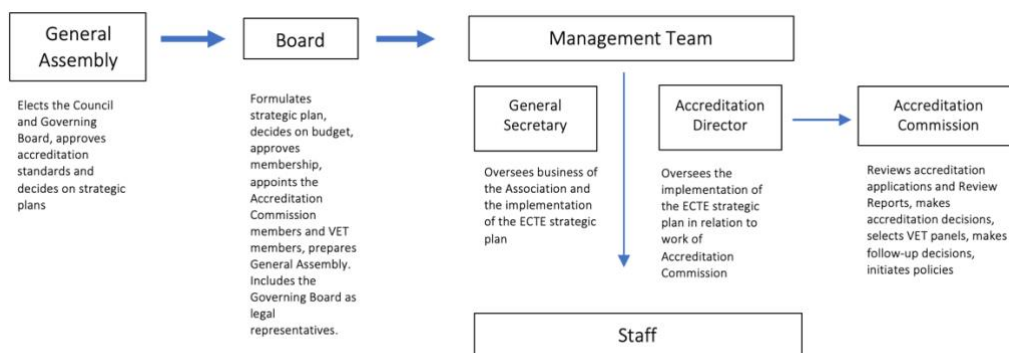
The following bylaws apply to elections of Board members in the General Assembly. Adopted by the 1997 ECTE General Assembly.

1. The Board, through the General Secretary, informs the members of the vacancies to be filled in its ranks and calls for nominees to be proposed before a fixed date well in advance of the next biennial General Assembly.
2. The Board, through the General Secretary, must inform all ECTE members which persons have been nominated, on its convocation for the General Assembly.
3. During the General Assembly, nominations from the floor are excluded. It is determined by the Board how many members are to be elected.
4. The General Assembly elections are chaired by a person selected by the Board. This person designates those who count the votes.
5. Before the elections, the nominees are introduced to the Assembly.
6. The voting members indicate their choices for election:
 - Elections will be held by secret ballot.
 - Each voting member has as many persons to vote for as members to be elected for the Board.
 - No voting member may cast more than one vote for the same person.
 - The number of persons to be elected receiving the highest number of votes are elected.
7. After the new configuration of the Board has been thus established, a second election by secret ballot will take place for the election of a Chairperson and /or Vice Chairperson, according to current need.

3.3 – Governance and Board

The ECTE is an association that has demonstrated over time to have adequate and appropriate governance to carry out its work. This section describes the organisational chart, General Assembly, and Board of the ECTE.

3.3.1 - ORGANIZATIONAL CHART



3.3.2 - GENERAL ASSEMBLY

The ECTE is an association governed by a General Assembly formed by all regular and associate members. Regular members have both voice and vote in the General Assembly and represent institutions of evangelical theological education operating formally at post-secondary or tertiary level. Associate membership are non-formal, non-tertiary providers of theological education, individuals and organizations that have vested interest in theological education. Associate members have a voice but no vote in the General Assembly.

Applications for membership are made to the General Secretary²⁴ and the ECTE Board votes on applications.

The ECTE General Assembly is convened every two years (remote meetings and voting is possible). The ECTE Board sends out the invitations and sets the agenda. Members of the General Assembly have the right to entertain motions.

Participants are regular and associate members (voice and vote), Board (voice but no vote) and ECTE Staff (voice but no vote). Purposes of the General Assembly are:

- to elect the Board
- to approve the budget;
- to accept the report of the Board
- to commission an independent expert to audit the accounting and to report his/her findings to the General Assembly
- to discharge the Treasurer and the Board (Entlastung erteilen)
- to approve the ECTE accreditation standards
- to discuss and decide on future activities of the association.

Delimitations: neither the General Assembly nor individual members thereof can interfere with the operational decision making of the Board or of the Accreditation Commission.

Minutes are mailed to all member schools after each General Assembly. They are available in the ECTE archive held by the General Secretary.

3.3.3 – ECTE BOARD

The ECTE Board normally consists of nine members elected by the General Assembly to represent a variety of stakeholders and European language groups.²⁵ Three Board members shall if possible, not be directly associated with member institutions. The Board decides on its by-laws according to which its business is conducted, and elections are held.

The Board convenes normally twice a year (Spring and Autumn) and extra meetings may be called as necessary. Remote meetings and voting are possible.

Participants: the Chairperson (leads the meeting), all Board members, the General Secretary and Accreditation Director (voice but no vote); non-Board staff members (voice but no vote) invited as necessary. Decisions are made by simple majority. A Board roster is kept updated on the ECTE website²⁶ and in this document.

Purposes of the Board are to:

- to formulate and monitor the Association's strategic plan
- to appoint the members of an Accreditation Commission and approval of its Policies and Procedures
- to appoint Visitation Evaluation Team members
- to establish the budget and monitor the handling of finances of the Association
- to decide on the admission of new members to the Association
- to set the agenda for the General Assembly including Board elections

Minutes available in the ECTE archives held by the General Secretary.

²⁴ <http://ecte.eu/qa/forms/membership-application-2/>

²⁵ Updated stakeholder representation on the ECTE Council can be seen here: <http://ecte.eu/introducing/organisation/governance-and-leadership/>

²⁶ <http://ecte.eu/about/organisation/governance-and-leadership/>

3.3.4 - ACCREDITING COMMISSION

Membership of the Accreditation Commission normally consists of:

1. An Accreditation Commission Chairperson (appointed among members).
2. An Accreditation Commission Vice-Chairperson (appointed among members).
3. Between 4 and 9 other members.

Staff members and VET leaders may be invited as guests by the chairperson. ECTE Board members, VET members and ECTE staff members are not eligible for election to the ECTE Accreditation Commission.

The Accreditation Commission nominates candidates and presents them to the ECTE Board who appoints Accreditation Commission members. The Accreditation Commission also appoints the Chairperson and Vice-Chairperson who are then submitted for ratification to the Board.

The functions of the Accreditation Commission include:

- Appointing Visiting Evaluation Team (VET) members for reviews.
- Making consistent and public accreditation decisions based on the final reports of VET's.
- Making consistent and public decisions relating to the fulfilment of requirements based on additional representation provided by the institution following an accreditation decision.
- Receiving reports from the General Secretary related to ECTE governance issues.
- Receiving reports from the Accreditation Director (AD) relating to visitation feedback and Annual Progress Reports (APR's).
- Receiving updates from the Review Secretaries related to upcoming reviews.

Separate documents outline further details related to the functioning of the Accreditation Commission.²⁷

3.4 - Human resources

The ECTE is an association that has demonstrated over time to have adequate and appropriate human resources to carry out its work. See section 5.3.1 of *Introducing the ECTE* for a Staff Roster with details of workloads and hours and *Staff Policy*²⁸ for a detailed map of tasks as they relate to the ESG.

3.4.1 - GENERAL SECRETARY

The General Secretary is the chief executive officer of the ECTE. He or she:

- provides leadership as chief executive officer
- holds archives with documentation and manages general correspondence
- prepares, organises, implements and follows-up normally two annual Board meetings
- sets up a calendar of monthly staff meetings and leads meetings
- organizes and participates in the biennial General Assembly of the association
- maintains and develops the ecte.eu website
- manages membership and database
- coordinates and manages staff meetings
- facilitates and supports the work of other staff
- produces draft documents for policy and procedures for Board approval
- maintains ECTE documents updated

²⁷ <http://ecte.eu/introducing/organisation/accreditation-commission/>

²⁸ <http://ecte.eu/introducing/internalqa/staff-policy/>

- provides QA procedural advice to schools
- coordinates connections of the ECTE with other networks
- remains updated on issues of QA in the EHEA
- participates in 2-3 annual Board meetings as an ex officio member (voice but no vote)
- participates in General Assembly (voice but no vote)
- co-ordinates and presides over the work of the association and is available to advise institutions on procedural matters of accreditation as requested;
- is accountable to the Board.
- is entitled to the use of equipment and of an office as needed;

3.4.2 – ACCREDITATION DIRECTOR

The Accreditation Director ... He or she:

- coordinates the work of the Accreditation Commission (AC)
- prepares accreditation agenda for Accreditation Commission
- writes formal decision letters
- considers accreditation applications and authorizes visits
- conducts follow-up on all matters of accreditation with the institutions;
- oversees production of review reports and submits them to the ECTE AC;
- provides QA clarification to institutions
- monitors the quality of site visits and feedback;
- manages the quality of VETs;
- oversees the breadth of perspectives in VETs and facilitates recruitment;
- leads AC in examining APRs and writes responses
- participates in 2-3 annual Council meetings as an ex officio member (voice but no vote)
- participates in General Assembly (voice but no vote)
- co-ordinates and presides over the work of the association and is available to advise institutions on procedural matters of accreditation as requested;
- is accountable to the Board
- is entitled to the use equipment as needed;

3.4.3 - REVIEW SECRETARY

The Review Secretary oversees all accreditation visits, coordinates the visitation evaluation teams (VET) and oversees the production and publication of accreditation review reports. He or she:

- organizes and participates remotely in site visits;
- assembles, briefs and manages VETs;
- compiles Review Reports to include fact-check by institution and approval by VET-members for submission to AD for AC
- contributes to the revision of policy documents and development of procedures.
- is accountable to the AD for work-related issues (but not for the content of the review reports).

More than one Review Secretary may be appointed.

3.4.4 - EXTERNAL REVIEW MANAGER

The External Review Manager oversees ECTE external reviews. He or she:

- oversees the external review processes of the ECTE;
- produces SAR for external reviews;

- coordinates site visits for external reviews;
- monitors follow up on requirements and recommendations

3.4.5 - TREASURER

The Treasurer is responsible for the ECTE budget, for invoicing schools and reports to the Board and the General Assembly. He or she:

- prepares and presents budgets to the Board and then to the General Assembly which are balanced and reflect the strategic goals of the ECTE;
- prepares and presents financial reports for to the Board and then the General Assembly;
- ensures all financial transactions are properly executed and documented;
- invoices institutions for membership, accreditation and visitation fees;
- disburses honoraria and expense reimbursements;
- is accountable to the Board.

3.4.6 - VISITATION EVALUATION TEAMS

The ECTE cooperates with a pool of peer experts representing a variety of different perspectives.²⁹ These are called Visitation Evaluation Teams (VETs). A VET roster is kept updated on the ECTE website³⁰ and in this document, see section 5.3.2.³¹

While taking into consideration the compatibility and complementarities of the team members, each VET panel is coordinated by the Review Secretary, approved by the Accreditation Commission and accepted by the receiving Institution, and normally configured to include the following:³²

- VET Leader;
- VET member(s);
- Student VET member;
- Review Secretary.

Consistent processes are in place for VET nomination and appointment,³³ as well as provisions for VET briefing, training and development.³⁴

ECTE Visitation Evaluation Teams make their recommendations independently³⁵ to the Accreditation Commission which makes all accreditation decisions independently.

Visitation Evaluation Teams receive honoraria and expense reimbursements for their services.³⁶

VET members normally correspond by email with each other and the Review Secretary to prepare site visits. Meetings are also normally held before and at the end of each visitation involving the Review Secretary, the Team Leader and the VET panel. The purposes of these meetings are to brief, prepare and coordinate the site visit (before the visit) and draft the Review Report (after the visit). The Review Secretary is responsible to collate the views of the VET panel into the draft (and final) Review Report.

²⁹ See current VET listing and perspectives here: <http://ecte.eu/about/organisation/vet-listing/>

³⁰ <http://ecte.eu/about/organisation/vet-listing/>

³¹ See also the area dedicated to VETs on the ECTE website: <http://ecte.eu/development/vet-peer-expert-area/>

³² Further details of the composition of ECTE VET panels can be found in section 2.1 of the *Guidelines for Site Visits* <http://ecte.eu/qa/guidelines/>

³³ Further details on the selection, recruitment and nomination of ECTE VET panels can be found in section 2.2 of the *Guidelines for Site Visits* <http://ecte.eu/qa/guidelines/>

³⁴ Further details on the briefing, training and development of ECTE VET panels can be found in section 2.3 of the *Guidelines for Site Visits* <http://ecte.eu/qa/guidelines/>

³⁵ Further details on the measures for independence of ECTE VET panels can be found in section 2.4 of the *Guidelines for Site Visits* <http://ecte.eu/qa/guidelines/>

³⁶ See <http://ecte.eu/development/vet-peer-expert-area/>

3.4.7 - OTHER STAFF AND SUBCONTRACTING

Other staff can be appointed by the ECTE Board and remunerated according to need. Specific tasks can be subcontracted or outsourced by the ECTE Board to external parties. All subcontracts are to be regulated by no-conflict of interest and independence clauses. Tasks directly related to accreditation and review activities are excluded.

3.5 – Operational Resources

The following resources are in place to support the activities of the ECTE.

3.5.1 - FINANCIAL RESOURCES

Yearly budgets are established and monitored to support ECTE's strategic plan and all activities. See more details below.

3.5.2 - IT RESOURCES

All staff are entitled to equipment as needed. This includes, for example, personal computers, printers and routers. Equipment for video recording and streaming is also available for event broadcasting.

3.5.3 - DIGITAL COMMUNICATION RESOURCES

All staff are provided with an email account and instructions on setting it up (name.surname@ecte.eu). The ECTE has two Pro Zoom licences and all staff are also entitled to a named Basic Zoom user account. The ECTE has several WhatsApp groups for instant communication between ECTE Staff, VET members during visits and events (e.g. the Board or General Assembly).

The website www.ecte.eu is ECTE's main tool of public information and is supported accordingly by the ECTE budget, both in terms of the costs of hosting, domain registration, theming and plugins and in terms of human resources allocated to maintenance and development. The ECTE also has a Facebook page³⁷.

3.5.4 – DATABASE, CLOUD STORAGE AND DATA SECURITY

In 2022 the ECTE has migrated its database onto Google Drive and uses Google docs for shared work purposes. This plan features, among other aspects, 15GB of storage, compliance with European requirements for processing information, two-factor authentication, file recovery and version history.

3.5.5 - OFFICE SPACES

Given its nature as a cross-border association with staff and Board members in different countries in Europe and the Middle East, the ECTE does not have its own office spaces. Furthermore, staff are frequently employed part-time elsewhere and already enjoy office spaces in their institution or other places. All staff and Board therefore use their own office spaces.

The physical (paper based) archive of the ECTE is held in rented spaces in the General Secretary's office where office furniture and storage shelving have been purchased, but the process of digitalisation and discarding of this paper archive is due for completion in 2023.

³⁷ <https://www.facebook.com/European-Council-for-Theological-Education-586984355056343>

The office of the General Secretary benefits from a laser printer and a professional digital scanner.

3.5.6 - MARKETING RESOURCES

The ECTE operates mostly with digital marketing through its website and Facebook page.³⁸ Printed resources and promotional materials are produced through Vistaprint and Promotique. Funds are also budgeted for staff and Board to attend key meetings.

For its newsletter, the ECTE uses Direct Mail as an email marketing campaign tool, which allows tracking and response data.

3.5.7 - WEBSITE

The ECTE owns the domain www.ecte.eu and benefits from a hosting plan with SiteGround providing 10GB of Web Space and up to 10,000 monthly visits. Backups of the website are performed daily on the server. The website is built on a themed version of Wordpress.com. The website allows optional registration to securely access given functions. Askimet Anti-Spam protects the site from spam. Media Replace allows easy updating of media files and key documents. Formidable Forms Pro is installed and used for all ECTE forms and surveys. Only the General Secretary has administrative access to the ECTE website, but login details are shared with the Treasurer as contingency measure.

3.5.8 - VIRTUAL LEARNING ENVIRONMENT

The ECTE is a partner of the ICETE Academy for its training provision. As such, it has access to creating and managing online courses through the Moodle based VLE www.icete.academy. The General Secretary has administration access and course creation rights to this site.

³⁸ <https://www.facebook.com/European-Council-for-Theological-Education-586984355056343>

4 - INTERNAL QA POLICY

Definition: Quality in professional accreditation can be defined as a set of well-regulated activities that take place in line with published standards, policies and processes for the ongoing monitoring, evaluation and enhancement of educational institutions and programmes.

The ECTE defines its internal QA policies in terms of the standards and guidelines provided in ESG 2 and 3. This section summarises the policies, guidelines and procedures that are in place to meet and monitor these standards.

4.1 - ESG 2.1 – Consideration of internal quality assurance

ECTE accreditation standards and processes address the effectiveness of the internal quality assurance processes of institutions as they relate to two bodies of standards: *European Standards and Guidelines* (ESG 1) and the *ICETE Standards and Guidelines for Global Evangelical Theological Education* (SG-GETE).³⁹ The SG-GETE represents integrative sector-specific standards for the discipline of theology.

ECTE accreditation standards are found in *Standards and Guidelines*⁴⁰ for ECTE accreditation. The standards and guidelines are organised in *Part A: Institutional Standards* (A1-A7) and *Part B: Programme Standards* (B1-B6), with an appendix containing the *ECTE Certification Framework* based on the *European Qualifications Framework* (EQF), the *Qualification Framework for the European Higher Education Area* (QF-EHEA), the international ISCED classification⁴¹ and international *ICETE Comparability Framework*.⁴²

Consideration of internal quality assurance by ECTE institutions be seen, for example, in the following policies, guidelines and procedures.

- Standards in the *Standards and Guidelines* are carefully referenced (ESG1, SG-GETE or other) and feature a summary of the sources. The connection to ESG1 is explicit and pervasive.
- *Standards and Guidelines* explicitly refer to a context of internal quality assurance (p.4,5) and make demand on HEIs to have internal quality assurance policies and procedures (Standard A.2.5).
- Institutions producing Self Evaluation Reports follow the structure of the *Standards and Guidelines*, as do VET members when they compile a Review Report following a site visit. This allows for easy cross-referencing and clarity in compliance with ESG1.
- ECTE initial accreditation and cyclical accreditation cover the entirety of the ESG 1 (see *Criteria and Procedures*). When separate institutional and/or programme accreditation are envisioned, additional standards are in place (A.7 and B.6) to ensure the coverage of the entirety of ESG 1.
- ECTE reviews ensure that programmes adhere to the QF-EHEA descriptors as required for higher education qualifications. This applies to all levels of ECTE accreditation and to all providers (HEIs and alternative providers).
- The qualifications in the ECTE Certification Framework (including practice-oriented qualifications) are accredited at higher education level in adherence to the QF-EHEA descriptors (Standard B.2.1 and B.2.2). Further guidelines are provided to ensure correct use of the QF-EHEA in the *Guidelines for Programme Design and Use of ECTS*.⁴³

³⁹ <https://icete.info/resources/sggete/>

⁴⁰ <http://ecte.eu/qa/standards/>

⁴¹ <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

⁴² <https://icete.info/icete-qualification-comparability-framework>

⁴³ <http://ecte.eu/qa/guidelines/>

ECTE accredited institutions are required to make provisions for internal quality assurance both in the context of institutional and programme accreditation according to the standards of ESG 1 as follows:

ESG 1.1 – Policy for quality assurance. The ECTE requires institutions to have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.2 and B.6. Specific guidelines are provided in the *Guidelines for Internal Quality Assurance Policies*.⁴⁴

ESG 1.2 – Design and approval of programmes. The ECTE requires institutions to have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes within the QF-EHEA framework. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area (QF-EHEA). This can be seen in *Standards and Guidelines* for ECTE accreditation, sections A.7 and B.2 and B.5.

ESG 1.3 – Student-centred learning. The ECTE requires institutions to ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.7 and B.3.

ESG 1.4 – Student admission, progression, recognition and certification. The ECTE requires institutions to consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.7 and B.4.

ESG 1.5 – Teaching staff. The ECTE requires institutions to assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.3 and B.6.

ESG 1.6 – Learning resources and student support. The ECTE requires institutions to have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided. This can be seen in *Standards and Guidelines* for ECTE accreditation, sections A.5, A.6 and B.6.

ESG 1.7 – Information management. The ECTE requires institutions to ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.5 and B.6.

ESG 1.8 – Public information. The ECTE requires institutions to publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.1 and B.6.

ESG 1.9 – On-going monitoring and periodic review of programmes. The ECTE requires institutions to monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.7 and B.2.

ESG 1.10 – Cyclical external quality assurance. The ECTE requires institutions to undergo external quality assurance in line with the ESG on a cyclical basis. This can be seen in *Standards and Guidelines* for ECTE accreditation, section A.2 and B.6.

4.2 - ESG 2.2 – Designing methodologies fit for purpose

⁴⁴ <http://ecte.eu/qa/guidelines/>

The ECTE standards and procedures are designed and defined to fit the purposes of European theological education and operate within the relevant regulations and frameworks that pertain to cross-border professional accreditation in the European Higher Education Area. ECTE's internal stakeholders are involved in the design and improvement of the ECTE's standards and methodologies, and external stakeholders are surveyed every year to monitor their satisfaction with ECTE's methodologies (see more in Key Facts section below).

This can be seen, for example, in the following policies, guidelines and procedures.

- Definition of criteria and procedures for accreditation. See *Criteria and Procedures for ECTE Accreditation*.⁴⁵
- Published statements on the aims and objectives of ECTE quality assurance. See section 2.3.1 of *Introducing the ECTE*⁴⁶ and the *ECTE Accreditation* section on the ECTE website.⁴⁷
- Definition of direct and indirect stakeholders. See *Stakeholder Involvement and Extension Policy*.⁴⁸
- Production, implementation and monitoring of strategic plan for stakeholder extension and involvement. See *Stakeholder Involvement and Extension Policy*⁴⁹ and *Monitoring and Improvement Policy*.⁵⁰
- Involvement of student representatives in governance and work. See *Student Council Member Policy*.⁵¹
- Designing supplemental guidelines for methodologies that include programme design and using ECTS, internal QA policies, dual and joint accreditation, information packages, special access, production of Diploma Supplement, recognition of formal, non-formal and informal learning, distinguishing research and practice-oriented programmes, distance and online education, producing self-evaluation reports, site visits and VETs. See *Supplemental Guidelines* series.⁵²
- Collection and analysis of stakeholder satisfaction surveys. See section 5.6.5 of *Introducing the ECTE (Peer Expert Survey 2021)*, *ECTE Stakeholder Survey 2020-21*,⁵³ and *Monitoring and Improvement Policy*.⁵⁴
- Collection of visitation feedback and consideration for improvement in methodologies. See *Guidelines for Site Visits and VETs*⁵⁵, *Visitation Feedback forms*,⁵⁶ *Visitation Feedback Policy*⁵⁷ and *Monitoring and Improvement Policy*.⁵⁸

4.3 - ESG 2.3 – Implementing processes

The ECTE applies processes that are reliable, useful, pre-defined, implemented consistently and published. The ECTE's accreditation procedures include self- assessment, site visits, production of reports from external assessment and consistent follow up with recommendations and requirements. The ECTE

⁴⁵ <http://ecte.eu/qa/procedures/>

⁴⁶ <http://ecte.eu/introducing/>

⁴⁷ <http://ecte.eu/ecte-accreditation/>

⁴⁸ <http://ecte.eu/about/policies/stakeholders/>

⁴⁹ <http://ecte.eu/about/policies/stakeholders/>

⁵⁰ <http://ecte.eu/introducing/internalqa/monitoring/>

⁵¹ <http://ecte.eu/introducing/policies/student-council/>

⁵² <http://ecte.eu/qa/guidelines/>

⁵³ <http://ecte.eu/development/surveys/ecte-stakeholder-survey-2020-21/>

⁵⁴ <http://ecte.eu/introducing/internalqa/monitoring/>

⁵⁵ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁵⁶ <http://ecte.eu/qa/forms/visitation-feedback/>

⁵⁷ <http://ecte.eu/introducing/policies/visitation-feedback/>

⁵⁸ <http://ecte.eu/introducing/internalqa/monitoring/>

collects feedback of its processes. External experts act independently from the deciding body (the Accreditation Commission) and full final reports are published on the ECTE website.

This can be seen, for example, in the following policies, guidelines and procedures.

- Definition and publication of processes for accreditation. See *Criteria and Procedures for ECTE Accreditation*⁵⁹ and *Guidelines for Site Visits and VETs*.⁶⁰
- Guidelines for institutions on producing consistent self-evaluation reports to indicate internal quality assurance processes in relation to *Standards and Guidelines*. See *Guidelines for Producing Self-Evaluation Reports*.⁶¹
- Procedures for site visits, that include guidance for ‘before’, ‘during’ and ‘after’ the site visit, clearly define roles and specify the roles of student panel members. See *Guidelines for Site Visits and VETs*.⁶²
- Guidelines for production of full reports that explicitly address issues of integral QA. Section 3 of *Guidelines for Site Visits and VETs* including the *Review Report Template* and Appendix A with *Review Report Worksheets*.⁶³ The *ECTE VET Training* course also provides training in the production of full reports.⁶⁴
- Publication of full final Review Reports on the ECTE website together with Accreditation Commission decisions and appeals. See *Review Directory* page.⁶⁵
- VET members are trained in procedures and reporting criteria that include the distinction between recommendations and requirements. See *ECTE VET Training* course⁶⁶ and *VET Development Policy*.⁶⁷
- Separation of review from decision-making procedures. An independent Accreditation Commission makes accreditation decisions. See sections 2.2, 3.2 and 4.2 of *Criteria and Procedures*,⁶⁸ section 3.2 of *Guidelines for Site Visits and VETs*,⁶⁹ *Independence and Conflict of Interest Policy*⁷⁰ and *No Conflict-of-Interest Declaration*.⁷¹
- Policies for consistency in decision making. See section 3.1 of *Guidelines for Site Visits and VETs*⁷² and *Consistency Guarantee* statement.⁷³
- Procedures for consistent follow up on site visits. See section 1.2, 1.3 and 1.4 of *Guidelines for Site Visits and VETs*.⁷⁴

4.4 - ESG 2.4 – Peer-review experts

The ECTE avails itself of external peer experts to carry out reviews that include a variety of stakeholders. ECTE expert peer-reviewers are called visitation evaluation teams (VET). VET members are selected, subject to ongoing training and cleared for conflict-of-interest. The ECTE has VET recruiting policies and criteria,

⁵⁹ <http://ecte.eu/qa/procedures/>

⁶⁰ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁶¹ <http://ecte.eu/wp-content/uploads/2020/07/Guidelines-for-Producing-Self-evaluation-Reports.pdf>

⁶² <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁶³ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁶⁴ <https://icete.academy/course/view.php?id=135>

⁶⁵ <http://ecte.eu/reviewdirectory/>

⁶⁶ <https://icete.academy/course/view.php?id=135>

⁶⁷ <http://ecte.eu/introducing/policies/vet-development/>

⁶⁸ <http://ecte.eu/qa/procedures/>

⁶⁹ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁷⁰ <http://ecte.eu/introducing/policies/independence-coi/>

⁷¹ <http://ecte.eu/qa/forms/no-conflict-of-interest-declaration/>

⁷² <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁷³ <http://ecte.eu/introducing/policies/consistency-guarantee/>

⁷⁴ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

provides VET training, considers range of stakeholder expertise and distinguishes the roles of external experts from the deciding body.

This can be seen, for example, in the following policies, guidelines and procedures.

- Published guidelines concerning ECTE VETs. These are found in *Guidelines for Site Visits and VETs*⁷⁵ and include guidelines for perspectives and composition (section 2.1), selection, recruitment and nomination (section 2.2), briefing, training and development (section 2.3), independence issues (section 2.4) and student VETs (section 2.5).
- VET recruitment to consider the breadth of perspectives in the pool of experts. See *VET Listing* page⁷⁶ and *Monitoring and Improvement Policy*.⁷⁷
- VET nomination includes a process of initial contact, application, consideration and decision by, signing of the *No Conflict of Interest Declaration*, nomination and listing. Provisions are also in place to deal with VET members who no longer comply with selection criteria. See nomination criteria in section 2.2 *Guidelines for Site Visits and VETs*.⁷⁸
- VET selection includes an initial skill assessment. See selection criteria in section 2.2 *Guidelines for Site Visits and VETs*⁷⁹ and *VET Application* form.⁸⁰
- A 5-year strategy is in place to develop VET members. See *VET Development Policy*⁸¹ and the 10-hour online *ECTE VET Training*⁸² course developed through the ICETE Academy. Physical training events are also considered in the *VET Development Policy*.⁸³ This is monitored through the *Monitoring and Improvement Policy*⁸⁴ and last completed training for each VET member is recorded in section 5.3.2 of *Introducing the ECTE*.⁸⁵
- VET members are external to the decision-making body and undersign declarations of no conflict of interest and independence. See section 2.4 of *Guidelines for Site Visits and VETs*,⁸⁶ *Independence and Conflict of Interest Policy*⁸⁷ and *No Conflict-of-Interest Declaration*.⁸⁸ Signing of the form is included as a completion requirement of the *ECTE VET Training*⁸⁹ course and is necessary to be deployed for visits. Signed forms are held in the ECTE archive by the General Secretary.
- Student members are recruited, trained and employed as VET members on all site visits. See section 2.5 of *Guidelines for Site Visits and VETs*,⁹⁰ *Occasional Student VET Application* form⁹¹ and *Occasional Student VET* training course.⁹²
- VET members are evaluated, and their ongoing professional development is addressed. See section 2.3 of *Guidelines for Site Visits and VETs*,⁹³ *Visitation Feedback* forms⁹⁴ and *Monitoring and Improvement Policy*.⁹⁵

⁷⁵ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁷⁶ <http://ecte.eu/about/organisation/vet-listing/>

⁷⁷ <http://ecte.eu/introducing/internalqa/monitoring/>

⁷⁸ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁷⁹ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁸⁰ <http://ecte.eu/qa/forms/vet-application-form/>

⁸¹ <http://ecte.eu/introducing/policies/vet-development/>

⁸² <https://icete.academy/course/view.php?id=135>

⁸³ <http://ecte.eu/introducing/policies/vet-development/>

⁸⁴ <http://ecte.eu/introducing/internalqa/monitoring/>

⁸⁵ <http://ecte.eu/introducing/>

⁸⁶ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁸⁷ <http://ecte.eu/about/policies/independence-coi/>

⁸⁸ <http://ecte.eu/qa/forms/no-conflict-of-interest-declaration/>

⁸⁹ <https://icete.academy/course/view.php?id=135>

⁹⁰ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁹¹ <http://ecte.eu/qa/forms/osvapplication/>

⁹² <https://icete.academy/course/view.php?id=138>

⁹³ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁹⁴ <http://ecte.eu/qa/forms/visitation-feedback/>

⁹⁵ <http://ecte.eu/introducing/internalqa/monitoring/>

- The Accreditation Director and Review Secretary act as liaison and coordinator of ECTE VETs, overseeing the quality of site visits and feedback, providing all necessary information and documentation before a visit, coordinating preparatory meetings and team leadership and monitoring the production of review reports. See 3.4.3 in *Introducing the ECTE*,⁹⁶ *Staff Policy*⁹⁷ and section 2.6 of *Guidelines for Site Visits and VETs*.⁹⁸

4.5 - ESG 2.5 – Criteria for outcomes

The ECTE makes accreditation judgments on the basis of explicit, published and consistent criteria. ECTE accreditation applies these criteria consistently on the basis of both documentary and visitation evidence and makes a distinction between requirements and recommendations. External experts are trained to ensure the consistency of interpretation of ECTE criteria.

This can be seen, for example, in the following policies, guidelines and procedures.

- Published criteria for accreditation. See *Criteria and Procedures* for ECTE Accreditation.⁹⁹
- Published standards and guidelines for accreditation. See *Standards and Guidelines*¹⁰⁰ for ECTE Accreditation.
- Provision for consistency in writing Review Reports. See role of Review Secretary in section 3.4.3 of *Introducing the ECTE*¹⁰¹ and section 2.6 in *Guidelines for Site Visits and VETs*.¹⁰²
- Provision for consistency in accreditation decisions and in distinguishing requirements and recommendations. See sections 2.2, 3.2 and 4.2 of *Criteria and Procedures*,¹⁰³ section 3.1 and 3.3. of *Guidelines for Site Visits and VETs*,¹⁰⁴ *Consistency Guarantee*¹⁰⁵ statement and workshop 1.7 in online *ECTE VET Training*¹⁰⁶ course.
- Provision for consistency in writing Review Reports, facilitated by the Review Secretary who uses a *Review Report Template* and ensures coherence and comparability of reports including issues of style, format and language. VET members are also provided with Review Report Worksheets to use during the site visit to enhance consistency, provisionally rate compliance to the standards, annotate comments and questions, note evidence of implementation and suggest commendations, recommendations and requirements. The *Review Report Worksheets* provide the 'raw material' for the Review Report. See role of Review Secretary in section 3.4.3 of *Introducing the ECTE*¹⁰⁷ and section 2.6 in *Guidelines for Site Visits and VETs*.¹⁰⁸ See *Review Report Template* and *Review Report Worksheets* in section 3.3 and Appendix A of *Guidelines for Site Visits and VETs*.¹⁰⁹

⁹⁶ <http://ecte.eu/introducing/>

⁹⁷ <http://ecte.eu/introducing/internalqa/staff-policy/>

⁹⁸ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

⁹⁹ <http://ecte.eu/qa/procedures/>

¹⁰⁰ <http://ecte.eu/qa/standards/>

¹⁰¹ <http://ecte.eu/introducing/>

¹⁰² <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹⁰³ <http://ecte.eu/qa/procedures/>

¹⁰⁴ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹⁰⁵ <http://ecte.eu/introducing/policies/consistency-guarantee/>

¹⁰⁶ <https://icete.academy/course/view.php?id=135>

¹⁰⁷ <http://ecte.eu/introducing/>

¹⁰⁸ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹⁰⁹ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

4.6 - ESG 2.6 – Reporting

The ECTE has an approved policy to publish reports by its external experts as well as decisions based on these reports. Full reports and related formal decisions are published.

This can be seen, for example, in the following policies, guidelines and procedures.

- Full reports are published from 2011 to present. See *Review Directory* page.¹¹⁰
- Reports are full and complete, and oversight is in place through the Review Secretary to guarantee their quality and consistency. See the *Review Report Template* in section 3.3 of *Guidelines for Site Visits and VETs*¹¹¹ that has been implemented since 2020.
- Procedures are in place for institutions and VET members to sign off reports and point out factual errors. See section 3.2 of *Guidelines for Site Visits and VETs*.¹¹²
- Formal accreditation decisions with validity dates are published alongside review reports. See ECTE website See *Review Directory* page.¹¹³
- VET members receive initial training and ongoing supervision by the Review Secretary in reporting procedures. See sections 3 of *Guidelines for Site Visits and VETs*¹¹⁴ and workshop 1.7 in online *ECTE VET Training*.¹¹⁵ For the Review Secretary's supervisory role in reporting, see 3.4.4 in *Introducing the ECTE*¹¹⁶ and section 2.6 of *Guidelines for Site Visits and VETs*.¹¹⁷

4.7 - ESG 2.7 – Complaints and appeals

The ECTE has a published complaints and appeals process and VET evaluation procedures that are regularly employed.

This can be seen, for example, in the following policies, guidelines and procedures.

- Procedures for the right to appeal. See *Criteria and Procedures*¹¹⁸ and *Appeals and Complaints* page on ECTE website.¹¹⁹
- Published procedures for first, second and third level appeals. See *Appeals and Complaints* page on ECTE website.¹²⁰
- Publication of appeal outcomes. See *Appeals and Complaints* page on ECTE website.¹²¹
- Distinction made between complaints and appeals. See *Appeals and Complaints* page on ECTE website.¹²²
- Published procedures for complaints. See *Appeals and Complaints* page on ECTE website.¹²³
- Institutions are regularly surveyed on satisfaction with appeals and complaints procedures. See results in the Key Facts section below.¹²⁴

¹¹⁰ <http://ecte.eu/reviewdirectory/>

¹¹¹ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹¹² <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹¹³ <http://ecte.eu/reviewdirectory/>

¹¹⁴ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹¹⁵ <https://icete.academy/course/view.php?id=135>

¹¹⁶ <http://ecte.eu/introducing/>

¹¹⁷ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹¹⁸ <http://ecte.eu/qa/procedures/>

¹¹⁹ <http://ecte.eu/qa/appeals/>

¹²⁰ <http://ecte.eu/qa/appeals/>

¹²¹ <http://ecte.eu/qa/appeals/>

¹²² <http://ecte.eu/qa/appeals/>

¹²³ <http://ecte.eu/qa/appeals/>

¹²⁴ <http://ecte.eu/introducing/>

- Ongoing review and monitoring of appeals and complaints. See *Monitoring and Improvement Policy*.¹²⁵
- Provision of an ‘under review’ category. See sections 2.2, 3.2 and 4.2 of *Criteria and Procedures*.¹²⁶
- Visitation feedback is collected from institutions after each site visit. See Guidelines for Site Visits and VETs¹²⁷, Visitation Feedback forms,¹²⁸ Visitation Feedback Policy¹²⁹ and Monitoring and Improvement Policy.¹³⁰

4.8 - ESG 3.1 – Activities, policy and processes for quality assurance

The ECTE undertakes QA activities on a regular basis in coherence with explicit goals and objectives that are made public and that translate into its daily work. Stakeholders are involved in the governance of the ECTE through the General Assembly. Clear distinctions are made between ECTE activities of accreditation and activities of networking and development (the latter two are not regulated by the ESG). Clear distinctions are also made between higher education institutions and alternative providers of higher education learning opportunities and care is taken to ensure appropriate use of qualification nomenclature.

This can be seen, for example, in the following policies, guidelines and procedures.

- Specific goals and objectives of the ECTE are defined and monitored for improvement. See section 1.3 of *Introducing the ECTE*,¹³¹ *Goals and Objectives* page on the ECTE website¹³² and *Monitoring and Improvement Policy*.¹³³
- Activities, scope and daily work are spelled out, published and monitored. See *Activities, Scope and Daily Work* page on the ECTE website¹³⁴ and *Monitoring and Improvement Policy*.¹³⁵
- The nature of interaction with relevant stakeholders and especially HEIs is addressed and monitored. See *Stakeholder Involvement and Extension Policy*¹³⁶ and *Monitoring and Improvement Policy*.¹³⁷
- Stakeholders are involved in governance and work through a strategic plan. See section 5 of the *ECTE Statutes* (section 3.1 of *Introducing the ECTE*¹³⁸). *Stakeholder Involvement and Extension Policy*,¹³⁹ and *Monitoring and Improvement Policy*.¹⁴⁰
- Stakeholders are consulted concerning their involvement in governance and the ECTE’s work and methodologies. See *ECTE Stakeholder Survey*¹⁴¹ section 5.6.1 and 5.6.5 of *Introducing the ECTE*¹⁴² and *Monitoring and Improvement Policy*.¹⁴³

¹²⁵ <http://ecte.eu/introducing/internalqa/monitoring/>

¹²⁶ <http://ecte.eu/qa/procedures/>

¹²⁷ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹²⁸ <http://ecte.eu/qa/forms/visitation-feedback/>

¹²⁹ <http://ecte.eu/introducing/policies/visitation-feedback/>

¹³⁰ <http://ecte.eu/introducing/internalqa/monitoring/>

¹³¹ <http://ecte.eu/introducing/>

¹³² <http://ecte.eu/introducing/identity-and-mission/goals-and-objectives/>

¹³³ <http://ecte.eu/introducing/internalqa/monitoring/>

¹³⁴ <http://ecte.eu/introducing/activities/>

¹³⁵ <http://ecte.eu/introducing/internalqa/monitoring/>

¹³⁶ <http://ecte.eu/introducing/policies/stakeholders/>

¹³⁷ <http://ecte.eu/introducing/internalqa/monitoring/>

¹³⁸ <http://ecte.eu/introducing/>

¹³⁹ <http://ecte.eu/introducing/policies/stakeholders/>

¹⁴⁰ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁴¹ <http://ecte.eu/development/surveys/ecte-stakeholder-survey-2020-21/>

¹⁴² <http://ecte.eu/introducing/>

¹⁴³ <http://ecte.eu/introducing/internalqa/monitoring/>

- ECTE activities are well defined with a distinction of those that are regulated by the ESG. See section 2 of *Introducing the ECTE*¹⁴⁴ and *Activities, Scope and Daily Work* page on the ECTE website.¹⁴⁵
- Conflict of interest issues and independence are safeguarded in activities. Consultancy activities were suspended in 2020 and training has been outsourced to the ICETE Academy.
- Policies and guidelines for the distinction of the status of higher education institutions and alternative providers of higher education learning opportunities, as well as for appropriate use of qualification nomenclatures, are outlined in the *Guidelines for Institutional Status and Qualification Nomenclature*.¹⁴⁶ See also *ECTE Accreditation* section on the ECTE website¹⁴⁷ and the distinctions made in the *ECTE Review Directory*.¹⁴⁸

4.9 - ESG 3.2 – Official status

The ECTE has official status under German law as a non-profit agency. The ECTE is a cross-border, professional, discipline-specific, independent accreditation agency that operates according to the *European Standards and Guidelines* (ESG) for quality assurance in the European Higher Education Area (EHEA) and the *Standards and Guidelines for Global Evangelical Theological Education* (SG-GETE).

This can be seen in the following documents.

- The ECTE website features a full description of ECTE's status.¹⁴⁹
- ECTE's official status registered in the statutes as a non-profit agency whose purposes include the 'promotion and securing of quality of theological training of the member institutes based on uniform standards'. Registered in Baden-Württemberg, Germany (Registration Number: VR 201286). See section 2.1 of the *ECTE Statutes* (section 3.1 of *Introducing the ECTE*¹⁵⁰).
- Published description of ECTE's official status and identification as a cross-border QA agency registered in Germany. See *Official Status* page on ECTE website¹⁵¹ and section 1.2 of *Introducing the ECTE*.¹⁵²

4.10 - ESG 3.3 – Independence

The ECTE operates independently in full autonomy and responsibility for its operations and outcomes without third party influence. Although formally governed, as a peer-accreditation agency, through a General Assembly of member schools, the nomination of external experts, the production of reports and all accreditation decisions are performed independently by the ECTE Accreditation Commission. VETs are regulated by independence provisions.

This can be seen in the following policies, guidelines and procedures.

¹⁴⁴ <http://ecte.eu/introducing/>

¹⁴⁵ <http://ecte.eu/introducing/activities/>

¹⁴⁶ <http://ecte.eu/wp-content/uploads/2022/05/Guidelines-for-Institutional-Status-and-Qualification-Nomenclature.pdf>

¹⁴⁷ <http://ecte.eu/ecte-accreditation/>

¹⁴⁸ <http://ecte.eu/reviewdirectory/>

¹⁴⁹ <http://ecte.eu/introducing/identity-and-mission/history-and-official-status/>

¹⁵⁰ <http://ecte.eu/introducing/>

¹⁵¹ <http://ecte.eu/introducing/identity-and-mission/history-and-official-status/>

¹⁵² <http://ecte.eu/introducing/>

- The role and function of the independent Accreditation Commission is outlined in the *Accreditation Commission Policies and Procedures*.¹⁵³
- Operational independence is clearly defined in terms of full autonomy from other bodies and full responsibility for operations and outcomes without external influence or interference. See *Independence and Conflict of Interest Policy* page on the ECTE website¹⁵⁴ and *ECTE Statutes* sections 5.6 and 6.3 (section 3.1 of *Introducing the ECTE*¹⁵⁵).
- Analysis of independence of organisational, operational and formal outcomes. See chart in *Independence and Conflict of Interest Policy* page on the ECTE website.¹⁵⁶
- Monitoring of independence, no conflict of interest and intolerance prevention in ECTE personnel. See *Staff Policy*,¹⁵⁷ conflict of interest forms¹⁵⁸ and *Monitoring and Improvement Policy*.¹⁵⁹
- Explicit provisions are made for VET independence in selection, recruitment, nomination and operation. See section 2.4 of *Guidelines for Site Visits and VETs*,¹⁶⁰ *Independence and Conflict of Interest Policy*¹⁶¹ and *No Conflict-of-Interest Declaration*.¹⁶²
- VET members involved in training with an institution will not be included in a site visitation panel to that institution for at least 5 years. See section 2.4 of *Guidelines for Site Visits and VETs*.¹⁶³

4.11 - ESG 3.4 – Thematic Analysis

The ECTE has a strategic plan for thematic analysis and reports on general findings of its external QA activities.

This can be seen in the following policies, guidelines and procedures.

- A strategic plan for thematic analysis is in place and monitored, matching human resource allocation and implementation timeline. See *Thematic Analysis Strategic Plan*¹⁶⁴ and *Monitoring and Improvement Policy*.¹⁶⁵
- Thematic analysis produced and published. See *Thematic Analysis* page on the ECTE website¹⁶⁶ and section 5.6 of *Introducing the ECTE*.¹⁶⁷
- Provisions in place for outsourcing thematic analysis. See *Thematic Analysis Project Application Form*.¹⁶⁸
- Data collection points arranged for systematic analysis. Database plans include collection points for thematic analysis. See *Annual Progress Report* form with data collection point¹⁶⁹ and production of Fact Sheets in section 5 of *Introducing the ECTE*.¹⁷⁰

¹⁵³ <http://ecte.eu/wp-content/uploads/2022/02/Accreditation-Commission-Policies-and-Procedures.pdf>

¹⁵⁴ <http://ecte.eu/introducing/policies/independence-coi/>

¹⁵⁵ <http://ecte.eu/introducing/>

¹⁵⁶ <http://ecte.eu/introducing/policies/independence-coi/>

¹⁵⁷ <http://ecte.eu/introducing/internalqa/staff-policy/>

¹⁵⁸ <http://ecte.eu/qa/forms/no-conflict-of-interest-declaration/>

¹⁵⁹ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁶⁰ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹⁶¹ <http://ecte.eu/about/policies/independence-coi/>

¹⁶² <http://ecte.eu/qa/forms/no-conflict-of-interest-declaration/>

¹⁶³ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

¹⁶⁴ <http://ecte.eu/introducing/policies/thematic-analysis-strategic-plan-2020-2025/>

¹⁶⁵ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁶⁶ <http://ecte.eu/development/thematic-analysis/>

¹⁶⁷ <http://ecte.eu/introducing/>

¹⁶⁸ <http://ecte.eu/qa/forms/thematic-analysis-project-application-form/>

¹⁶⁹ <http://ecte.eu/qa/forms/apr/>

¹⁷⁰ <http://ecte.eu/introducing/>

- Council decides action points on the basis of thematic analysis. See Council minutes and *Thematic Analysis* page on the ECTE website.¹⁷¹

4.12 - ESG 3.5 – Resources

The ECTE ensures adequate and appropriate resources, both human and financial. Fee structures are in place to support its staff and operations.

This can be seen in the following documents, policies, guidelines and procedures.

- Fees are approved to support budget and published. See minutes of General Assemblies.
- Fees and related policies are published. See *Finances and Fees*¹⁷² page on ECTE website.
- Budget is monitored to match objectives and activities and financial operations are audited every two years. See minutes of Council meetings, General Assembly meetings and audit archives and *Monitoring and Improvement Policy*.¹⁷³
- Staff is structured and monitored to support ESG standards. See section 2 of *Staff Policy*¹⁷⁴ and section 3.4 of *Introducing the ECTE*¹⁷⁵ and *Monitoring and Improvement Policy*.¹⁷⁶
- Budget includes provision for public information. See section 2.5.3 of *Introducing the ECTE*.¹⁷⁷
- Budget includes provision for improvement and reflection on practice. See section 5 of *Staff Policy*.¹⁷⁸
- Human resources are in place and monitored to support all activities. See section 3.4 of *Introducing the ECTE*¹⁷⁹ and *Staff Policy*¹⁸⁰ and *Monitoring and Improvement Policy*.¹⁸¹
- Human resources present on the ECTE Council represent a variety of stakeholders and European language groups.¹⁸²
- Operational resources are in place and monitored to support all activities. See section 3.5 of *Introducing the ECTE*¹⁸³ and *Monitoring and Improvement Policy*.¹⁸⁴

4.13 - ESG 3.6 – Internal quality assurance and professional conduct

The ECTE has internal QA processes that define, assure and enhance the quality of its operations. These processes regularly implemented, monitored for improvement and developed.

This can be seen in the following documents, policies, guidelines and procedures.

- Quality in professional accreditation is defined. See above.

¹⁷¹ <http://ecte.eu/development/thematic-analysis/>

¹⁷² <http://ecte.eu/introducing/fees/>

¹⁷³ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁷⁴ <http://ecte.eu/introducing/internalqa/staff-policy/>

¹⁷⁵ <http://ecte.eu/introducing/>

¹⁷⁶ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁷⁷ <http://ecte.eu/introducing/>

¹⁷⁸ <http://ecte.eu/introducing/internalqa/staff-policy/>

¹⁷⁹ <http://ecte.eu/introducing/>

¹⁸⁰ <http://ecte.eu/introducing/internalqa/staff-policy/>

¹⁸¹ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁸² Updated stakeholder representation on the ECTE Council can be seen here: <http://ecte.eu/introducing/organisation/governance-and-leadership/>

¹⁸³ <http://ecte.eu/introducing/>

¹⁸⁴ <http://ecte.eu/introducing/internalqa/monitoring/>

- Core values are defined to provide the foundation and underlying philosophy for quality assurance and integrity in all activities. See above
- Professional codes and ethical requirements are defined. See section 3 of *Staff Policy*.¹⁸⁵
- Policies and procedures for ongoing review and improvement monitoring are in place. See *Monitoring and Improvement Policy*,¹⁸⁶ *Annual Internal Review, Improvement and Monitoring Report (AIRIM)*,¹⁸⁷
- See Key Facts below for comparative results of monitoring processes.
- Internal and external feedback mechanisms are defined. See section 3 of *Monitoring and Improvement Policy*¹⁸⁸ and staff *Annual Internal Review, Improvement and Monitoring Reporting Forms*.¹⁸⁹
- Staff are reviewed annually relating to performance and workloads as well as to professional codes and ethical requirements, which include professionalism, safety orientation, confidentiality, independence and non-discrimination/intolerance issues. See section 1 and 3 of *Staff Policy*,¹⁹⁰ *Annual Staff Review form*¹⁹¹ and *Monitoring and Improvement Policy*.¹⁹²
- The aims of the accreditation process are clear and published. See section 2.3 of *Introducing the ECTE*¹⁹³ and in the *Aims of ECTE Accreditation* page on the ECTE website.¹⁹⁴
- ESG labels are clearly referenced in ECTE accreditation standards. See *Standards and Guidelines*¹⁹⁵ for ECTE accreditation.
- Data is protected by GDPR. See *Data Protection Policy*¹⁹⁶, and *GDPR Commitment form*¹⁹⁷ for personnel and *Data Protection Law Consent form*.¹⁹⁸
- A staff development policy is present. See section 4 of *Staff Policy*.¹⁹⁹
- A VET development policy is present. See *VET Development Policy*²⁰⁰, the training report in section 5.3.2 of *Introducing the ECTE*.²⁰¹
- Ongoing monitoring and improvement of internal QA procedures through an *Annual Internal Review, Improvement and Monitoring* session of the ECTE Council. See *Monitoring and Improvement Policy*,²⁰² reporting section 5.6.5 of *Introducing the ECTE*²⁰³ and *Annual Internal Review, Improvement and Monitoring Report (AIRIM)*²⁰⁴
- Strategic planning is monitored in its implementation. See *Monitoring and Improvement Policy*.²⁰⁵
- Updated rosters of staff, council members and VET members, including information on responsibilities/tasks within ECTE and workloads. See section 5.3 of *Introducing the ECTE*,²⁰⁶ and section 2 of *Staff Policy*.²⁰⁷

¹⁸⁵ <http://ecte.eu/introducing/internalqa/staff-policy/>

¹⁸⁶ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁸⁷ <http://ecte.eu/introducing/internalqa/airim/>

¹⁸⁸ <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁸⁹ Forms available here: <http://ecte.eu/development/council-staff-area/> (use 'ECTE' to enter password protected area)

¹⁹⁰ <http://ecte.eu/introducing/internalqa/staff-policy/>

¹⁹¹ <http://ecte.eu/introducing/organisation/governance-and-leadership/annual-staff-review/>

¹⁹² <http://ecte.eu/introducing/internalqa/monitoring/>

¹⁹³ <http://ecte.eu/introducing/>

¹⁹⁴ <http://ecte.eu/introducing/identity-and-mission/aims-of-ecte-accreditation/>

¹⁹⁵ <http://ecte.eu/qa/standards/>

¹⁹⁶ <http://ecte.eu/introducing/policies/gdpr/>

¹⁹⁷ <http://ecte.eu/introducing/policies/gdpr/gdpr-commitment/>

¹⁹⁸ <http://ecte.eu/2019/08/02/ecte-data-protection-consent/>

¹⁹⁹ <http://ecte.eu/introducing/internalqa/staff-policy/>

²⁰⁰ <http://ecte.eu/introducing/policies/vet-development/>

²⁰¹ <http://ecte.eu/introducing/>

²⁰² <http://ecte.eu/introducing/internalqa/monitoring/>

²⁰³ <http://ecte.eu/introducing/>

²⁰⁴ <http://ecte.eu/introducing/internalqa/airim/>

²⁰⁵ <http://ecte.eu/introducing/internalqa/monitoring/>

²⁰⁶ <http://ecte.eu/introducing/>

²⁰⁷ <http://ecte.eu/introducing/internalqa/staff-policy/>

- Minutes of all meetings (Council and General Assembly) are compiled and sent to all members after each meeting. A password protected area on the ECTE website contains archives of minutes available to Council and staff members.²⁰⁸
- Standards, guidelines and procedures are periodically revised. See, for example, *EEAA Manual 4th Edition* (2006), *EEAA Manual 5th Edition* (2012), *ECTE Manual 6th Edition* (2018) and current *Standards and Guidelines* and *Criteria and Procedures* for accreditation (2019).
- Consistency is assured in decision making. See section 3.1 of *Guidelines for Site Visits and VETs*²⁰⁹ and *Consistency Guarantee* statement.²¹⁰

4.14 - ESG 3.7 – Cyclical External Review of Agencies

The ECTE undergoes regular external reviews to demonstrate compliance to quality assurance standards as a quality assurance agency. In 2020 and 2021 external reviews took place for listing in the EQAR.

This can be seen in the following documents, policies, guidelines and procedures.

- Formal decisions are made to undergo external review. See Council minutes and General Assembly minutes and section 2.1 of *Monitoring and Improvement Policy*.²¹¹
- Ongoing self-evaluation is in place. See *Monitoring and Improvement Policy*.²¹²
- Ongoing planning for improvement is in place. See ESG Compliance Action Plan and Monitoring and Improvement Policy.²¹³
- Published report on the 2020-21 external review process by EQAR²¹⁴

²⁰⁸ Forms available here: <http://ecte.eu/development/council-staff-area/> (use 'ECTE' to enter password protected area)

²⁰⁹ <http://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits.pdf>

²¹⁰ <http://ecte.eu/introducing/policies/consistency-guarantee/>

²¹¹ <http://ecte.eu/introducing/internalqa/monitoring/>

²¹² <http://ecte.eu/introducing/internalqa/monitoring/>

²¹³ <http://ecte.eu/introducing/internalqa/monitoring/>

²¹⁴ <http://ecte.eu/introducing/external-review-reports/>

5. FACT SHEETS 2022

The following fact sheets present basic data and information on the activities of the ECTE. These are updated every two years and presented to the General Assembly.

5.1 – Executive summary - General narrative

The 2022 year featured several main events for the ECTE.

A main event has been the ongoing application for listing in the European Quality Assurance Register (EQAR), featuring an initial rejection decision followed by a focused review. The ECTE has grown professionally in this exercise, implementing many improvements, producing new guidelines and policies, increasing budgetary provisions, and hiring new staff to align its operations with the requirements of the ESG.

One of the major changes resulting from the external review, has been the establishment of an Accreditation Commission that is now leading the cycle of accreditation and reviews in line with the ESG. By the end of 2025 all ECTE accreditation should be aligned with the new standards and procedures. Together with the establishment of the Accreditation Commission an Accreditation Director has been hired (Carmen Crouse), who now leads all ECTE accreditation activities and the Accreditation Commission.

A second Review Secretary, Grace AlZoughbi, has also been hired to support growing operations and a good number of new VETs has been recruited, trained and deployed.

The ECTE Council has seen a major turn-over and been enriched by new Council members representing a breadth of stakeholders. A new Chairman was also installed at the General Assembly in 2021.

The budget has remained healthy and in accordance with plans. We have lost some institutions and gained new ones, meaning that membership has remained relatively stable, while the number of accredited programmes has grown. The annual number of external reviews has returned to pre-Covid levels and is growing as we look to 2023. Student numbers in ECTE accredited institutions have also grown slightly, although there has been some confusion in reporting head counts and FTEs from a handful of providers.

Overall, the satisfaction of ECTE's key stakeholders has remained high and improved in most areas.

5.2 - Statistical information

5.2.1 - MEMBERSHIP INFORMATION AND INSTITUTIONAL ACCREDITATION STATISTICS

Year	Regular members	Members in the accreditation process ²¹⁵	Associate members
2019	74	33	3
2020	74	36	3
2021	75	33	3
2022	76	32	2

²¹⁵ The 'accreditation process' also includes providers that have formally entered the review process (by applying for accreditation) but have not been reviewed yet. Accredited members are also counted as regular members.

5.2.2 - PROGRAMME ACCREDITATION STATISTICS

Year	Level	Sub total	Cumulative totals
2019			69
2020			71
2021			73
2022	EQF 5 (partial) – Short Cycle (partial)	18	83
	EQF 5 – Short Cycle	9	
	EQF 6 – First Cycle	29	
	EQF 7 – Second Cycle	24	
	EQF 7 (partial) – Second Cycle (partial)	2	

5.2.3 - STUDENT NUMBERS IN ACCREDITED PROGRAMMES IN 2022 – FTE EQUIVALENT

School	Country	2020	2021	2022	(headcount 2022)
ABTS	Lebanon	90	99	53	247
Bibelschule Brake	Germany	127	108	103	103
BSK	Germany	45	50	43	62
BBC	Palestine		0	62	83
BI	Croatia		0	2	4
Campus Danubia	Austria	6	1	0	0
Cornerstone	Netherlands	39	29	35	38
EECB	Romania	15	0	18	18
ETS	Germany	19	18	25	25
ETS	Croatia	24	30	2	10
ETSC	Egypt	145,5	97	100	346
EUNC	Germany	31	33	26	171
GRBC	Greece	25	17	16	16
HET Pro Emmaus	Switzerland	35	?	36	77
IBTS	Netherlands	4	6	4	3
ICB	Israel	96	109*	47	79
ISTL	Switzerland	100	130	93	108
JETS	Jordan	50	42	31	116
OST	Sweden	108	95	91	161
IBEI	Italy	23	27	29	116
SBT Beatenberg	Switzerland	35	40	41	41
STB	Portugal	16	12	19	37
BTA Wiedenest	Germany	92	101	101	101
TC	Scotland	14	13	1	1
TSA Adelshofen	Germany	28	25	22	22
TSR Rheinland	Germany	49	40	18	21
TTS	Netherlands	42	60	60	75
UETS	Ukraine	82	87	80	80 (?)
UST	Wales	134	165*	94	179
PARS	UK		142*	54	261
Total		1474	1576	1334 (1658)*	2621

* In comparing 2020-21 and 2022 data of some of the larger providers it seems that in previous years some of the indicated headcounts rather than FTE. This would mostly explain an apparent decline in numbers in 2022, which in actuality has probably increased (using headcount instead of FTE for PARS, UST and ICB, the total is 1658).

5.2.4 - VISITATION STATISTICS:

Year	Total visits	Countries	VET members deployed
2019	8	Netherlands, Wales, UK, Israel, Portugal, Switzerland, Lebanon, Italy	Born, Pomrehn, Smith, Macelaru, Wazir, Crouse, Parushev, Jurgensen, Toth, Kleiner, Ott, Cheesman, Sanders
2020	3	Germany, Netherlands, Egypt	Fulton, Born, Kleiner, Sanders, Hutcherson, AlZoughbi
2021	6	Germany, Jordan, Netherlands, Ukraine, Greece, Switzerland	Sanders (2), Macelaru, AlZoughbi, Janzon, Hutcherson, Born (2), Lockwood, Soref, Parushev, Mitchel, Crouse, Kleiner, Gradjan
2022	9	UK, Romania, Germany, Switzerland, Albania, Palestine	Sanders (3), Tarasenko, AlZoughbi (2), Born, Penner K. (2), Lockwood (2), Macelaru (2), Brandt, Lucas, Hutcherson (2), Mitchel (2), Couto, Toth, Fonseca, Pfau, Hampp, Parushev, Baumert, Chien, Janzon, McCauley

5.2.5 – VISITATION OUTCOMES

The following table summarises the outcomes of the review decisions in 2016-2020, 2021 and 2022.

Decision	Total decisions		
	Avg. 2016-2020 ²¹⁶	2021	2022
Accreditation granted			2
Accreditation granted with recommendations	5	2	2
Accreditation granted subject to requirements ²¹⁷	2	4	4
Accreditation not granted	0,2		

Decision	Average recommendations and requirements		
	Avg. 2016-2020	2021	2022
Average number of recommendations	5,9	9,8	2
Average number of requirements	5,2 ²¹⁸	2	5,25

²¹⁶ Averages of this longer period are provided

²¹⁷ Providers with requirements usually also have recommendations. In these cases, they have only been counted as 'accreditation subject to requirements'

²¹⁸ This figure is relatively high as two institutions received more than 15 requirements. The average otherwise is about 2,5 requirements.

5.3 - Staff roster

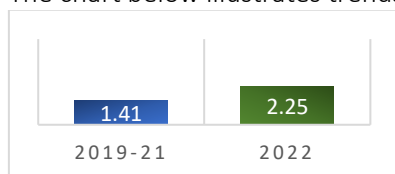
5.3.1 - COUNCIL AND STAFF

	Role	Name	Country	Approximate Hours/yr	Stakeholder representation
Governing Board and Board	Chairman	Dr Steffen Schulte	DE	150	- global TE networks, HEIs, peer expert, academic faculty, institutional leadership, governing boards, ecclesial entities, ECTE member
	Vice-Chairman	Silke Brohl	CH	80	- ECTE Staff, ecclesial entities
Core Staff and Board members	Treasurer	Silke Brohl		95	
	Accreditation Director	Carmen Crouse	DE	900	- ECTE staff, academic management
	General Secretary (ex-officio)	Dr Marvin Oxenham	IT	750	- global TE network, HEI, academic faculty, governing boards, ECTE staff, fundraisers, employers, peer agencies
Board members	Board member	Dr Kulli Toniste	ES	80	- academic faculty, institutional leadership
	Board member	Dr Frank Hinkelmann	AU	80	- peer expert, academic faculty, institutional leadership, ecclesial entities, governing boards, employers
	Board member	Dr Marcel Macelaru	RU	80	- peer agencies, academic faculty, institutional leadership, ecclesial entities,
	Board member – Student representative	Irini Pantelieu	GR	80	- peer expert, administrative leadership
	Board member	Dr Alexander Stavnichuk	DE	80	- global TE networks, peer expert, academic faculty, institutional leadership, ecclesial entities
Staff (not Board members)	Review Secretary	Dr Graham Cheesman	UK	300	- global TE networks, ECTE staff, peer expert, academic faculty, ecclesial entities, ECTE staff
	Review Secretary	Grace AlZougbi	PL	300	- ECTE staff, student
	External Review Manager	Carmen Crouse	DE	300	- ECTE staff, academic management

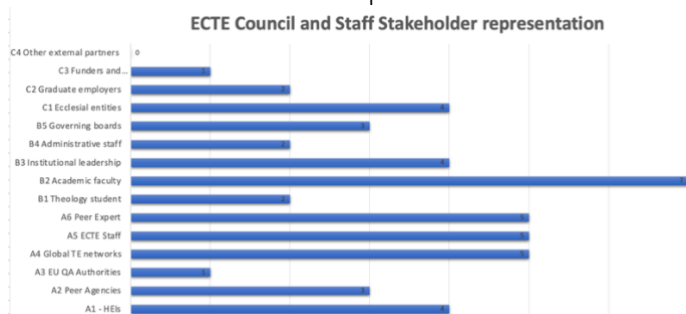
Total estimated hours/FTE per Board and staff²¹⁹:

- Board non-remunerated hours 550h/year 0,35 FTE
 - General Secretary: 750h/year 0,5 FTE
 - Accreditation Director : 900h/year 0,7 FTE
 - Review Secretaries (x2): 300hx2/year 0,4 FTE
 - Treasurer 95h/year 0,05 FTE
 - External Review Manager 300h/year 0,2 FTE
 - Administrative Assistant 95h/year 0,05 FTE
- Total = 2,25 FTE (compared to 1,41 in 2019-21)**

The chart below illustrates trends in ECTE human resource capacity



Board and Staff stakeholder representation



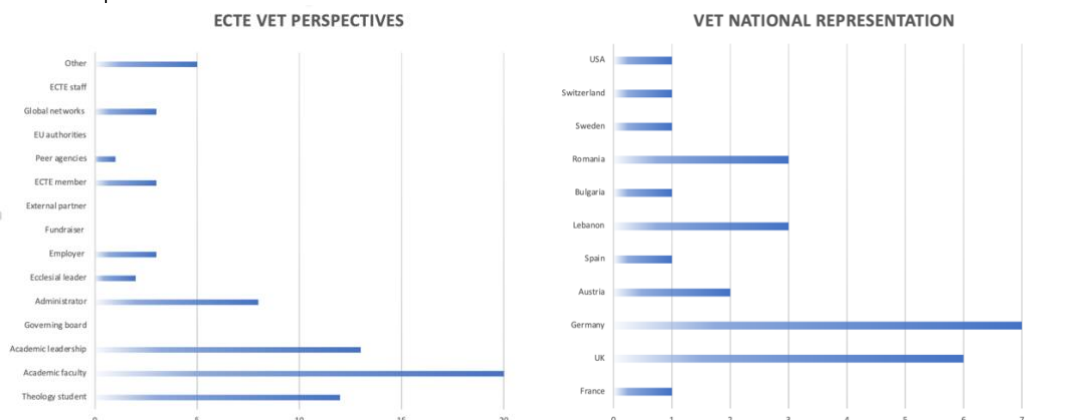
²¹⁹ 1 FTE = 1650 hours, German parameter.

5.3.2 - VET MEMBERS

Name	Status	Nominated	Country	Training	Stakeholders	Visitations
Baumert, Manfred	VET	Spring 2022	Germany	IA Course	Ecclesial leadership	2022 BSK Ostfildern
Born, Horst	VET	pre 2021	Germany	IA Course	Academic faculty	2021 sbt Beatenberg 2022 EEBC Oradea
Brandt, Heike	VET	Fall 2021	Germany	IA Course	Church leader/employer perspective	2022 TS-Rheinland
Demian, Samah	VET	Feb 2023	Lebanon		Curriculum development, Faculty	
Fonseca, Tiago	Student VET	2021	Netherlands	IA Course (student)		2022 IGW
Gheorghe-Luca, Ciprian	Student VET	2021	Romania	IA Course (student)		2022 TS-Rheinland
Grăjdan Raul	Student VET	2021	Romania	IA Course (student)		2021 GBC
Hampp, Nathanael	Student VET	Spring 2022	Germany	IA course	Ecclesial leader, theology student, university teacher	2022 Bibelschule Brake, OCRPL
Hanna, Ghadeer	Student VET	2023	Palestine	started	Student rep. Administrative services	
Hannah Marks	Student VET	2020	Zimbabwe	IA Course (student)		
Harvey, Thomas	VET	Spring 2022	UK	IA Course	Academic faculty, Leadership in academic context	
Hutcherson, Caleb	VET	pre 2021	Lebanon	IA Course	Academic faculty and leader	2022: TL Brake, OCRPL
Jaeger, Lydia	Inactive VET	pre 2021	France		Academic faculty, Leadership in academic context, Representative of an ECTE accredited or member institution	
Janzon, Göran	VET	pre 2021	Sweden	IA Course	Academic faculty, Leadership in academic context, Representative of an ECTE accredited or member institution	2022: ISTL-Tirana
Kleiner, Paul	VET	pre 2021	Switzerland	IA Course	Ecclesial leader, Academic faculty and leader	2021 GBC
Lockwood, James	VET	Summer 2022	Ireland	IA Course	Adult Education, online/DE education	2021 sbt Beatenberg 2022 EEBC Oradea, 2022 BBC
Macelaru, Marcel	VET	pre 2021	Romania	IA Course	Academic faculty and leader	2022 TL for TS Rheinland, OCRPL
Mitchel, Patrick	VET	pre 2021	UK	IA Course	Academic faculty, Leadership in academic context, Administrator in academic context, Representative of an ECTE accredited or member institution	2022 Bibelschule Brake, TL ISTL-Tirana
Moacan, Beneamin	Student VET	2023	Romania		Student Rep	
Morton, Stefanii	inactive VET	July 2022	USA		Administrative leadership, global perspective	
Moseley, Anne	VET	Feb 2023	UK		ed specialist, faculty, curriculum design, research specialist	
Ndreca, Ervehe	VET	Feb 2023	Albania		Admn leadership	
Osmani, Jonida	VET	Feb 2023			Student Services, Mentor Advisor	

Panteliou, Irimi	Inactive Student VET	Spring 2022	Greece	IA Course (student)		
Parushev, Parush	VET	pre 2021	Bulgaria	IA Course req. waived Board July 22	Academic faculty and scholars network	2021 TL Tyndale Theol. Sem. 2022 TL BSK Ostfildern
Penner, Katharina	VET	Spring 2022	Austria	IA Course	Librarian	2022 - EEBC Oradea, ISTL-Tirana 2023 Cornerstone
Penner, Peter	VET	pre 2021	Austria	IA Course	Academic faculty and leader	
Pfau, Wolfgang	VET	Spring 2022	Germany	IA Course	Employer (mission agency)	2022: OCRPL
Pina, Greta	Student VET	February 2023	Albania		IT, Mentoring, Faculty Assistant	
Schäl, Stephanus	Inactive Student VET	Spring 2022	Germany	IA course	Academic faculty, Leadership in academic context, theology student	
Simon Platt	Inactive Student VET	2021	UK	IA Course (student)		
Singh, David	Inactive Vet	Spring 2022	UK		Faculty (OCMS)	
Tarasenko, Nadezhda	VET	2021	Russia	IA Course	Academic leadership, Employer	2022 PARS
Tasouli, Olympia	VET	9/2022 (Dec. minutes)	Greece	started	Business/Finance & Graduate of GrBC	
Tashi, Enxhi	Student VET	February 2023	Albania		Law degree, Mentoring	
Toth, Lina	VET	pre 2021	UK	IA Course	Academic faculty, Leadership in academic context, Administrator in academic context	2022 IGW
Vilamajó Sanchis, Edith	VET	2021	Spain	IA course	Academic faculty, Leadership in academic context	
Wuench, Hans Georg	VET	pre 2021	Germany	IA Course	Academic faculty and leader	
Zailaa, Walid	VET	2021	Lebanon	IA Course	Academic faculty, Leadership in academic context	

VET Perspectives



5.3.3 – MEETINGS: STAFF AND GOVERNANCE

Dates of General Assemblies

- 29-30 November 2019 (Rome)
- 17 August 2021 (Zoom)
- 16 March 2022 (Zoom)

Dates of Board meetings:

- 9-12 November 2021 (Rome)
- 17 January 2022 (Zoom)
- 14-16 March 2022 (Rome)
- 4-6 July 2022 (Rome)
- 5-7 December 2022 (Rome)

Dates of staff meetings:

- 13 January 2021: General Secretary, Review Secretary and Quality Assurance Coordinator (Zoom)
- 14 January 2021: Chairman and General Secretary (Zoom)
- 5 March 2021: General Secretary and External Review Manager (Zoom)
- 10 March 2021: Chairman and General Secretary (Zoom)
- 11 March 2021: General Secretary, Review Secretary (Zoom)
- 15 March 2021: General Secretary, Treasurer (Zoom)
- 22 April 2021: Chairman and General Secretary (Zoom)
- 5 May 2021 – All staff meeting
- 26 May 2021 – Chairman, External Review Manager and General Secretary (Zoom)
- 28 May 2021 – Chairman, External Review Manager and General Secretary (Zoom)
- 3 June 2021 – Chairman, External Review Manager Director and General Secretary (Zoom)
- 9 May 2021 – External Review Manager and General Secretary (Zoom)
- 9 July 2021 – All staff
- 8 August 2021 – All staff
- 6 October 2021 - Chairman and General Secretary (Zoom)
- 3 November 2021 - Chairman and General Secretary (Zoom)
- 20 December 2021 - Chairman and General Secretary (Zoom)
- 21 December 2021 – Chairman, candidate Accreditation Director and General Secretary (Zoom)
- 11 January 2022 –Accreditation Director and General Secretary (Zoom)
- 25 January 2022 –Accreditation Director and General Secretary (Zoom)
- 15 February 2022 – All staff
- 29 March 2022 –Accreditation Director and General Secretary (Zoom)
- 27 April 2022 –Accreditation Director and General Secretary (Zoom)
- 5 May 2022 -Chairman and General Secretary (Zoom)
- 8 June 2022 – Chairman, Treasurer and General Secretary (Zoom)
- 24 June 2022 – Chairman, Treasurer and General Secretary (Zoom)
- 4 July 2022 - Chairman, Accreditation Director and General Secretary (Rome)
- 14 September 2022 –Accreditation Director and General Secretary (Zoom)
- 14 October 2022 - Chairman, Treasurer and General Secretary (Zoom)
- 19 October 2022 - Accreditation Director and General Secretary (Zoom)

Dates of Accreditation Board meetings:

- 17 January 2022
- 15 February 2022
- 15 March 2022
- 17 May 2022
- 28 June 2022
- 26 July 2022
- 13 September 2022
- 12 October 2022
- 29 November 2022
- 29 December 2022

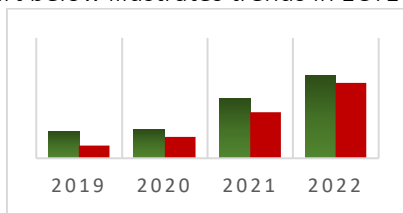
5.4 - Finances 2022

5.4.1 - REPORT

Year	Income*	Expenses
2019	€67.030	€32.074
2020	€71.942	€52.916
2021	€149.735	€115.242
2022	€207.409	€187,880

* Income figures may include outstanding fees that are settled in the following year

The chart below illustrates trends in ECTE finances



5.5 – Thematic Analysis

Year	TA reports	Topics	Author
2020	3	Development of Teaching Staff	Oxenham
		Gender Distribution in Theological Education	AlZoughbi
		Peer Expert Perspectives	Oxenham
2021	2	Student Satisfaction Trends in Theological Education in Europe and the Middle East	Oxenham, Fritzlar
		Trends in ECTE Requirements and Recommendations	Oxenham
2022	2	Non-formal and Formal Theological Education in Dialogue	Shoemaker
		Student Voice	Oxenham

2020-2022 Themes	Reflection on	Improvement of	QA policies	QA processes	Institutional context	National context	International contexts	Shows developments	Shows trends	Shows areas of good practice	Shows areas of persistent difficulty	How the outcomes will be used
Development of Teaching Staff		X		X	X					X	X	To enhance professional development of teaching staff and encourage scholarly activity
Gender Distribution in Theological Education	X						X		X	X	X	To encourage a higher gender distribution in faculty
Peer Expert Perspectives			X					X				To broaden the available perspectives of ECTE peer-experts
Student Satisfaction Trends	X						X	X			X	To help providers reflect and improve on programme design and delivery
Non-formal and Formal TE in dialogue	X		X				X	X	X			To help build dialogue between formal and non-formal theological education internationally
Student voice		X	X		X				X	X		To focus on compliance with ESG and ECTE standards on student voice issues (institutions and VETs)

5.6 – Monitoring work and methodologies

5.6.1 - STAKEHOLDER SATISFACTION WITH ECTE’S WORK AND METHODOLOGIES

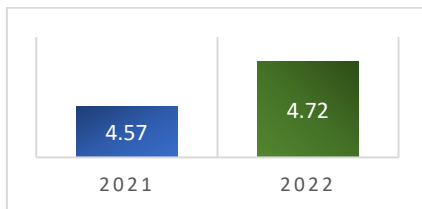
In January 2023 the *ECTE Stakeholder Survey* was repeated and compared to the 2020-21 results below. The following tables provide the data and the averages for each category, using a scale of 1-5 (with 5 being ‘very satisfied’). 17 providers responded to the survey.

Stakeholder Satisfaction results	2021	2022
Overall satisfaction	4,8	4,8
Communication	4,5	4,6
Involvement in governance	4,6	4,6
Clarity in processes	4,4	4,7
Methodologies	4,6	4,6
Documentation	4,5	4,6
Fairness in decisions	4,6	4,8
Helpfulness and enhancement	4,9	4,8
Value for money	4,3	4,5
Appeals process	4,3	5
Complaints process	4,6	5
Average satisfaction	4,57	4,72

Overall, there is a general improvement in all areas. The overall average satisfaction has risen from 4,57 to 4,72. The most notable areas of increased satisfaction have been in the appeals and complaints processes and in clarity of processes. Satisfaction declined in the area of helpfulness and enhancement (although still retaining a high average of 4,8).

It should be noted that only one provider indicated use of the appeals and complaints process.

The chart below illustrates trends in stakeholder satisfaction



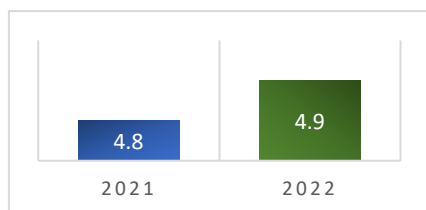
5.6.2 - SITE VISITS AND REVIEW FEEDBACK

At the end of 2022 a summary of the site visit feedback was conducted and compared to the 2019-21 results below. The tool used is the Visitation Feedback forms are collected following each ECTE review, evaluating the quality of ECTE’s review visits. The following are the average scores, using a scale of 1-5 (with 5 being ‘very satisfied’).

Site visits Review feedback	2019-21	2022
Overall satisfaction average	4,8	5
Language		4,6
Overall attitude	5	5
Organization of the visit	4,6	4,9
Communication		4,9
Professionalism and fairness in evaluating your school	5	5
Adequate knowledge of issues and needs	4,6	4,8
Ability to resolve a problem and respond to enquiries	4,8	4,9
Knowledge and reference to the ECTE Manual	5	5
Average satisfaction	4,8	4,9

Overall, there is an improvement in all areas. The overall average satisfaction, even having included two new categories (language and communication) has risen from 4,8 to 4,9. There are no areas where satisfaction declined.

The chart below illustrates trends in site visits satisfaction



Notes on issues of ‘substantial satisfaction’.

- Language: The language throughout the visit was English. This challenged many participants because not all knew English. We were able to provide a translator. However, she is an employee of IGW. We did not consider beforehand that this could lead to a role conflict, especially when interviewing alumni and students. Here, a prior indication on the part of ECTE would have been helpful. We were also sometimes not sure whether the team understood everything the way we wanted to say it because of the translation. However, the final report showed that IGW’s concerns and organization were well capture. The visit was conducted completely in English, which was no problem for the school. On occasions when single staff members could not speak English fluently, a translator was present. Nonetheless, it was helpful that the VET panel included a native German-speaking member. In a few occasions translation was needed. But since one member is German and another understands enough German, we were able to have a few of the meetings in German or in a combination of English and German. So all together it worked well.
- Organisation of visit: We received only late a detailed schedule for the visit, so it was challenging to organize the right people for the different meetings (esp. stakeholders and alumni).
- Communication Right before the visit communication was a little slow.
- Knowledge of issues and needs: The panel very well understood our nature of work. However, it was a bit difficult for us to make a few understand that we are not an institution in the general sense of a Bible College or Theological institute but an organic institution that provides services and facilitates theological training through our extension centres to a majority students who are involved in a ministry and generally matured students with a lot of experience. We first started with a PhD programme and then moved to start Master, Bachelors, Diploma and Certificate programmes. None of our student are located or required to come to the UK
- Abilities to respond to problems: The recommendation and requirements would be helpful.

5.6.3 – STUDENT SATISFACTION SURVEY

In 2020-21 an ECTE Student Satisfaction Survey was conducted.²²⁰ The following tables provide the data and the averages for each category (averages 5 = Very satisfied – 0 Very unsatisfied). The next survey is planned for 2023.

Student Satisfaction survey	2020-21	2023
Teaching on my course	4,6	
Learning opportunities	4,6	
Assessment and feedback	4,5	
Educational support	4,5	
Organisation	4,5	
Learning resources	4,4	
Learning community	4,5	
Student voice	4,5	
Placements	4,3	
Personal contact and atmosphere	4,6	
Would you recommend your institution	4,6	
Overall satisfaction average	4,5	

This survey will be repeated in 2023

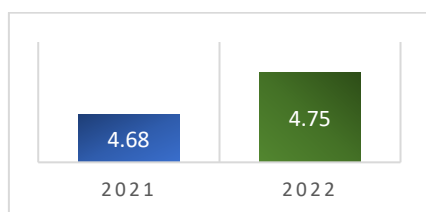
5.6.4 – PEER EXPERT SATISFACTION WITH ECTE’S WORK AND METHODOLOGIES

At the end of 2022 ECTE’s VETs were surveyed on their satisfaction with ECTE’s work and methodologies and the results are compared to the 2019-21 results below. The table provide the data and the averages for each category , using a scale of 1-5 (with 5 being ‘very satisfied’). A total of 16 peer experts responded to the survey of whom 4 had not yet visits yet participated in a visit (and therefore did not always answer all the questions).

Site visits Review feedback	2019-21	2022
Overall satisfaction with ECTE’s work and methodology	4,8	4,8
Satisfaction with the Standards and Guidelines for ECTE accreditation that you will use in your evaluations	4,7	4,7
Clarity in ECTE’s processes	4,8	4,7
ECTE’s methodologies for quality assurance	4,7	4,7
Documentation that ECTE offers to support QA activities	4,6	4,7
Support that you receive in training and or briefing as a VET member	4,7	4,9
ECTE criteria for outcomes on which you are to make review judgments	4,6	4,6
Support in producing a Review Report	4,6	4,7
Support by ECTE staff		4,9
Reimbursement and honorarium		4,8
Overall satisfaction average	4,68	4,75

Overall, the average satisfaction, even having included two new categories (support by staff and reimbursement) has risen from 4,68 to 4,75. The most notable improvement has been in area of support VETs are receiving in their training and briefing. The area of decline has been in the clarity in ECTE’s processes. The latter is not surprising considering the many changes in policies, processes and procedures in 2022 due to the EQAR developments.

The chart below illustrates trends in peer expert satisfaction



²²⁰ <http://ecte.eu/development/surveys/ecte-student-satisfaction-survey-2020-21/>

Notes on issues of ‘substantial satisfaction’.

- The fact that the work is done on a voluntary basis is fine. Reimbursement of costs can be somewhat difficult if flights have to be financed by the participants themselves. In the background is the fact that lecturers and headmasters have worked in the non-profit sector and their pensions are very small. For some, this is indeed an obstacle to not attending certain committees and conferences. Even if the ECTE offers some financial support, it must be taken into account that some people, depending on their social background, may be ashamed to admit to this special role. It does not affect me, but I have noticed it in others. I can't think of a sensible solution off the top of my head, but it is important to consider that the trust that needs to be built up plays an enormous role here.
- During the on-site school visit, more time is needed to be able to calmly discuss the previously identified ambiguities and open questions in the SER with the head of the seminar. The aim is to be able to adequately assess the quality assurance in the report.

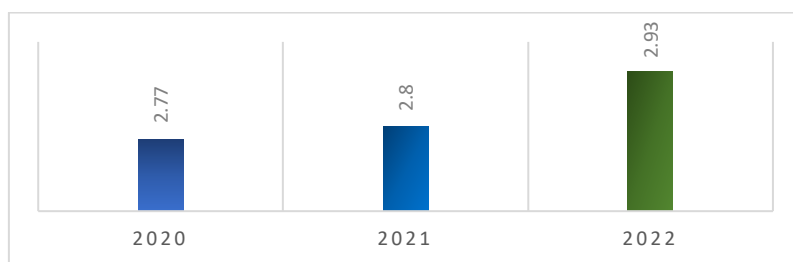
5.6.5 – INTERNAL QA MONITORING REPORTS

In Spring of 2023 the Annual Internal Review, Improvement and Monitoring session was held by the ECTE Board (relative to 2022) with the following results relative to compliance to ESG 2 and 3 that can be compared with the previous results. Each area is scored as: fully compliant (3), substantially compliant (2), non-compliant (1).

AIRIM results (vis ESG 2 and 3)	2020	2021	2022
2.1 Internal QA	2,5	2,25	2,25
2.2 – Design methodologies	2,7	2,5	3
2.3 – Implement processes	2,3	3	3
2.4 – Peer review experts	2,5	2,6	3
2.5 – Criteria for outcomes	2,75	2,75	3
2.6 – Reporting	3	3	3
2.7 – Complaints and appeals	3	3	3
3.1 – Activities, policy and processes for QA	3	2,8	3
3.2- Official status	3	3	3
3.3 - Independence	3	3	3
3.4 – Thematic analysis	2,75	3	3
3.5 - Resources	2,6	2,6	2,8
3.6 – Internal QA	3	3	3
3.7 – Cyclical external review	3	3	3
Overall average compliance	2,77	2,80	2,93

Overall, the average ESG compliance rating has risen from 2,80 to 2,94 (out of a total of 3). The most notable improvement has been in area of design methodologies and resources. There are no areas of decline, but the challenge of helping providers comply with internal QA standards (ESG 2.1) remains.

The chart below illustrates trends in ESG compliance



The full report and action points are available on the ECTE website.²²¹

²²¹ Full report available at <http://ecte.eu/introducing/internalqa/airim/>

The original version of document Introducing the ECTE was approved by the ECTE Board, 28 November 2019. The current version was revised 9 March 2023.

The European Board for Theological Education
has its legal address in Korntal-Münchingen (DE)
and is registered in the registry of non-profit organisations (*Vereinsregister*)

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