

# REVIEW REPORT

Bethlehem Bible College  
Related to a visit for cyclical review;  
22-24 November, 2022

---

ECTE

European  
Council for  
Theological  
Education

# INDEX

<b>A. EXECUTIVE SUMMARY .....</b>	<b>3</b>
<b>B. INTRODUCTION TO THE REVIEW .....</b>	<b>3</b>
Description of the review	3
Programmes	4
The Visiting team	5
Visit arrangements	5
Visit Schedule	6
<b>C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES .....</b>	<b>7</b>
General Description of Institution and Programmes	7
Mission statement	7
History	8
Facilities	9
Governance	10
Educational and non-educational Staff	11
Budget	11
Programmes and Delivery Modes	11
Student numbers	12
How the school prepared for the review	13
<b>D. FINDINGS OF THE REVIEW .....</b>	<b>14</b>
Description of the extent of the review	14
Standards relating to the institution	15
Standards relating to the programmes	25
<b>E. CONCLUSIONS.....</b>	<b>32</b>
SUMMARY OF COMMENDATIONS	32
SUMMARY OF RECOMMENDATIONS	33
SUMMARY OF REQUIREMENTS	34
IN CONCLUSION	35
<b>APPENDICE - VISITATION SCHEDULE .....</b>	<b>36</b>

# A. EXECUTIVE SUMMARY

Report of a cyclical review of the institutional accreditation of Bethlehem Bible College, Palestine, an alternative provider, and the programme review of four programmes.

This report relates to a process, including a desk analysis of the SER and other material provided to the visitation team and an on-site visit 22<sup>nd</sup> to 24<sup>th</sup> November 2022, for the purpose of re-accrediting the Bethlehem Bible College on the basis of the ECTE's *Standards and Guidelines* and other relevant ECTE guideline documents. It finds the school generally very effective in achieving its intentions in theological education, suggests to the ECTE Accreditation Commission 19 commendations of excellence, 10 recommendations and 13 requirements.

# B. INTRODUCTION TO THE REVIEW

---

## Description of the review

---

The review undertaken was held jointly with Asia Theological Association (ATA) on the following agreed basis:

1. Two teams with one overall team leader
2. One site visit with one visitation schedule
3. Joint teams to work on the basis of the ECTE Standards, relying on a SER from the school based on those standards; with ATA ensuring all self-study questions from the ATA process are answered
4. A united evaluation report as far as possible
5. Two separate accreditation decisions by ECTE and ATA

A number of meetings with ECTE and ATA staff and then the two teams, took place to establish how the joint processes should work, dealing with differences between the standards of the two organisations, ways in which joint meetings in the schedule could be satisfactory to both teams and other matters. In fact, this basis was modified in a few ways;

1. The school found it more convenient to produce two separate SERs, one based on the ECTE standards and guidelines and one based on the ATA standards and processes.
2. This led to the production of two reports, one for ECTE and one for ATA, on which accreditation decisions could be made.
3. In certain cases, the decisions about accreditation were different between ATA and ECTE, based on the differences in the standards and requirements of each organisation.

The joint visit was successful and each team learnt much from the other while discussing BBC together. A good time of profitable fellowship was had by all and discussions about further joint visits to schools, and their basis, was stimulated.

The review process itself was complex due to:

1. The complexity of the joint team approach, from two different accreditation organisations and that one team member engaged via videoconferencing.
2. The complexity of the situation of four programmes for review.
3. The complexity of the documentation, with the SER being supplemented by forty plus documents and a set of answers to questions relating to content and interpretation of the SER.

Credit must go to the team and the school for finding their way through the complexities to complete this review.

**This report is designed for the process of ECTE accreditation only.**

Institutional accreditation was awarded to BBC retro-actively by ECTE Council in November 2021, with the agreement that all programmes will be considered as new programmes in the 2022 review. Thus, previous requirements and recommendations were not part of this review.

This review was therefore a cyclical review of the institution and four new programme reviews.

This review did not include the work of BBC's previous satellite campus at Nazareth Evangelical College (NEC) which was regarded as an institution requiring its own accreditation.

The documents guiding this review are the standards and guidelines of the ECTE, parts A (institutional standards) and B (programme standards), and others as they were relevant.

---

## Programmes

---

EQF Level	QF-EHEA	Name of programme by Institution	ECTS Points (25 hrs)	US Credits (45 hrs)	Work hours	Years	Online /DE
5 partial	Short Cycle Partial	Certificate: Peacemaking and Justice in Palestinian Context	21,6	12	540	1	Yes
5	Short Cycle	Diploma in Biblical Studies (online)	140,4	78	3510	3	yes
6	First Cycle	Bachelor in Biblical Studies (online)	230,4	128	5760	5	yes
7	Second Cycle	Master of Arts in Public Theology	113,4	63	2835	3	

---

## The Visiting team

---

For ECTE:

Dr. Paul Sanders (Joint team leader),  
Dr. Eric McCauley,  
James Lockwood (Student),  
Dr. Graham Cheesman (RS)

For ATA:

Dr. Paul Cornelius,  
Dr. Calvin Chong

---

## Visit arrangements

---

The SER (encompassing institutional matters and with four sections relating to the four programmes under review) was constructed following the template set out in the ECTE protocol for writing an SER and was received in time by the Accreditation Director. The team was nominated to the Accreditation Commission by the Review Secretary. The Accreditation commission approved the team and the dates of the review visit and these were communicated to BBC by the Review Secretary who also asked the school if they had any reservations about the team members, but there were none.

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

1. The RS sent the SER, accompanying documents, and all previous correspondence with the school, to all VET members using Google Drive links.
2. VET members communicated the results of their initial reading of the documents to the team leader and RS.
3. The Internal Review Co-ordinator (IRC) of the school was identified and received a copy of the online visit protocol to set up a Zoom room for meetings as necessary.
4. A WhatsApp group was set up internally for the VET members for fast communication and another including the IRC for speedy furtherance of arrangements.
5. In conjunction with the VET leader and team members, the IRC organised and agreed to a programme for the visit.
6. Following the initial reading of the SER and subsequent discussion in the team, a request for thirteen additional documents and, answers to 33 questions, was sent to the IRC and these were received in a prompt manner.
7. Two initial pre-visit meetings of the VET took place via Zoom to discuss the SER, the documents and the joint visit.
8. A working report document was set up using Google Docs for members of the team to access and modify which followed the structure of the interim report form pertaining to the current standards and protocol of ECTE. This was filled out and commented on by all members of the VET, as the visit progressed in preparation for the interim report-writing on the last day of the visit.

The team was very warmly received by the leadership and the staff. The school provided all online and on campus means needed for an effective evaluation of the academic work and communal life of the institution. From the team's point of view, the documentation submitted, and discussions held were transparent. In addition to the SER and its accompanying documents, a number of other documents were submitted to the VET during the visit as the team sought further, more detailed, information in various areas. The totality of the documentation provided a good summary of the school's current state and response to previous recommendations. The review took place over three days plus travel. The on-campus visit began in the evening of Monday the 21<sup>st</sup> of November with a VET only meeting and concluded in the evening of Thursday the 24<sup>th</sup> November.

The review was conducted in English.

---

## Visit Schedule

---

Meetings with the various stakeholders occurred as follows, at times including all the VET and other times the VET split up and attended different meetings:

Faculty

Staff

Administrative director

Student representatives

Staff involved in practical ministry, formation/mentoring

Representatives of the board

Librarian

Dean of faculty

Director

External Stakeholders

Finance staff

The team also attended a number of lectures/seminars.

The facilities and the VLE were inspected, and the library was examined.

# C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

---

## General Description of Institution and Programmes

---

The Bethlehem Bible College (BBC) is an alternative provider of higher education in theology and Christian service located at 270 Hebron-Jerusalem Street, Bethlehem, Palestine. The Palestinian Ministry of Higher Education and Scientific Research accredits the college but not for all the courses presented for ECTE accreditation.

BBC offers four programmes for accreditation by ECTE;

- A short cycle (partial) programme, in Peace-making and Justice in Palestinian Context
- A short cycle Biblical Studies programme (online)
- A first cycle in Biblical Studies programme(online)
- A second cycle programme in Public Theology

BBC also has a significant number of other ministries to Palestinian Christians and beyond Palestine. These include courses offered in Arabic and Hebrew, counselling services, community training, public library access, tourism, a Palestinian themed shop, an internationally travelling choir and conferences and events - including those which encourage excellence in leadership.

---

## Mission statement

---

BBC states its vision, mission and objectives, on its website, as follows;

### Vision

Towards a society built on the Word of God and the values of love, mercy, Justice and truth.

### Mission

We are a Palestinian Christian Evangelical university college that works in the service of, with and through the Palestinian community, and aims to prepare potential leaders in Palestine and the world and participate in promoting a Palestinian Christian theology locally and internationally.

### Strategic Goal

To contribute to equipping Christian leaders and promoting Palestinian theology locally and internationally.

## Specific Objectives

1. Enhanced contextual and authentic academic research, theological resources, and training platforms.
2. Improved socioeconomic, educational and spiritual service provision.
3. Strengthened working environment, effective institutional and human capacity development at the Bethlehem Bible College
4. Increased financial sustainability through income generation.

## Core values as stated by BBC in its SER

1. Christian Ethical Standards: Actions toward one another will be examples of Jesus' love within our BBC community. We follow the biblical teachings and Christian ethics demonstrated by love, justice, integrity, fairness, transparency, mercy, accountability, integrity, responsibility, and respect for all persons.
2. Christ-honouring Community Relationships: Actions within our wider Bethlehem and Palestinian community reflect Christ to our neighbours. We regard each person in our wider community as created in the image of God. Our interactions with everyone demonstrate the same values listed in value #1.
3. The Evangelical Christian Faith Is Our Foundation: We empower leaders to evangelize the Palestinian people. We practice pure biblical teaching and believe in the work of the Holy Spirit.
4. Academic Excellence: Quality teachers who are specialists in their areas and a continually developing curriculum empower students to be ambassadors for Christ in their communities. College leadership is committed to the continuing accreditation, development, and growth of the college. Academic facilities are first-class.
5. Palestinian Context: The values of God's Kingdom are communicated and applied to the socio-political and cultural realities of the Palestinian people. BBC's location in Bethlehem and its curriculum offered in the local language address the needs of the local population.
6. Gender Equality: BBC provides equal employment and educational opportunities, rights, and benefits for both females and males.

---

## History

---

In 1979 Bishara Awad had recently returned to his native Palestine after studying in the United States. He was concerned that the Christian community in Palestine was shrinking and needed help. The idea of an inter-denominational evangelical bible college to help that community serve their native land was born.

After presenting his idea to a group of local Arab pastors, there was unanimous agreement that such a school was necessary. The group formed a board with leaders from different backgrounds, including Orthodox, Catholic, Lutheran, Anglican, and Evangelical. Hope Christian School made its campus available and Bethlehem Bible College began evening classes with 9 students.



Over the years BBC continued to expand. In 1990, the College was in great need of larger, permanent facilities and moved to a new location on the busy Hebron Road. The new campus had previously been used by the Helen Keller Home for the Blind.

Over the next decade BBC renovated the buildings; adding classrooms, a public library, a chapel, a media centre, and a guesthouse. In 2010, they completed the Bishara Awad Center, a three-story building which offers modern classrooms, along with a new chapel, cafeteria and lounge areas.

Responding to a growing need for theological training for Arabic-speaking Christians in Israel, BBC extended their program to the north. Galilee Bible College was formed in 2007, and in 2015 merged with Nazareth Evangelical Theological Seminary to become Nazareth Evangelical College.

A few years later BBC was able to fulfil a long-held dream to begin a satellite campus in Gaza. Classes there are taught in modules (primarily with international instructors) and through distance education, serving to strengthen the small Christian community in the Gaza Strip.

In 2012, Dr. Bishara Awad passed the leadership to Dr. Jack Sara, himself a graduate of Bethlehem Bible College. Under Dr. Sara's leadership, the College is continuing to grow and expand the original vision.

The College is affiliated with a host of additional ministries that have grown out of BBC. The Shepherd Society, women's ministry, media outreach, a public library, ESL classes, and children's summer camps are examples of the varied ways they are engaged in local community outreach. "Christ at the Checkpoint" Conferences are held every two years, for the purpose of engaging the wider international Evangelical community in robust and thoughtful biblical discussion relating to the issues surrounding Palestine and Israel.

---

## Facilities

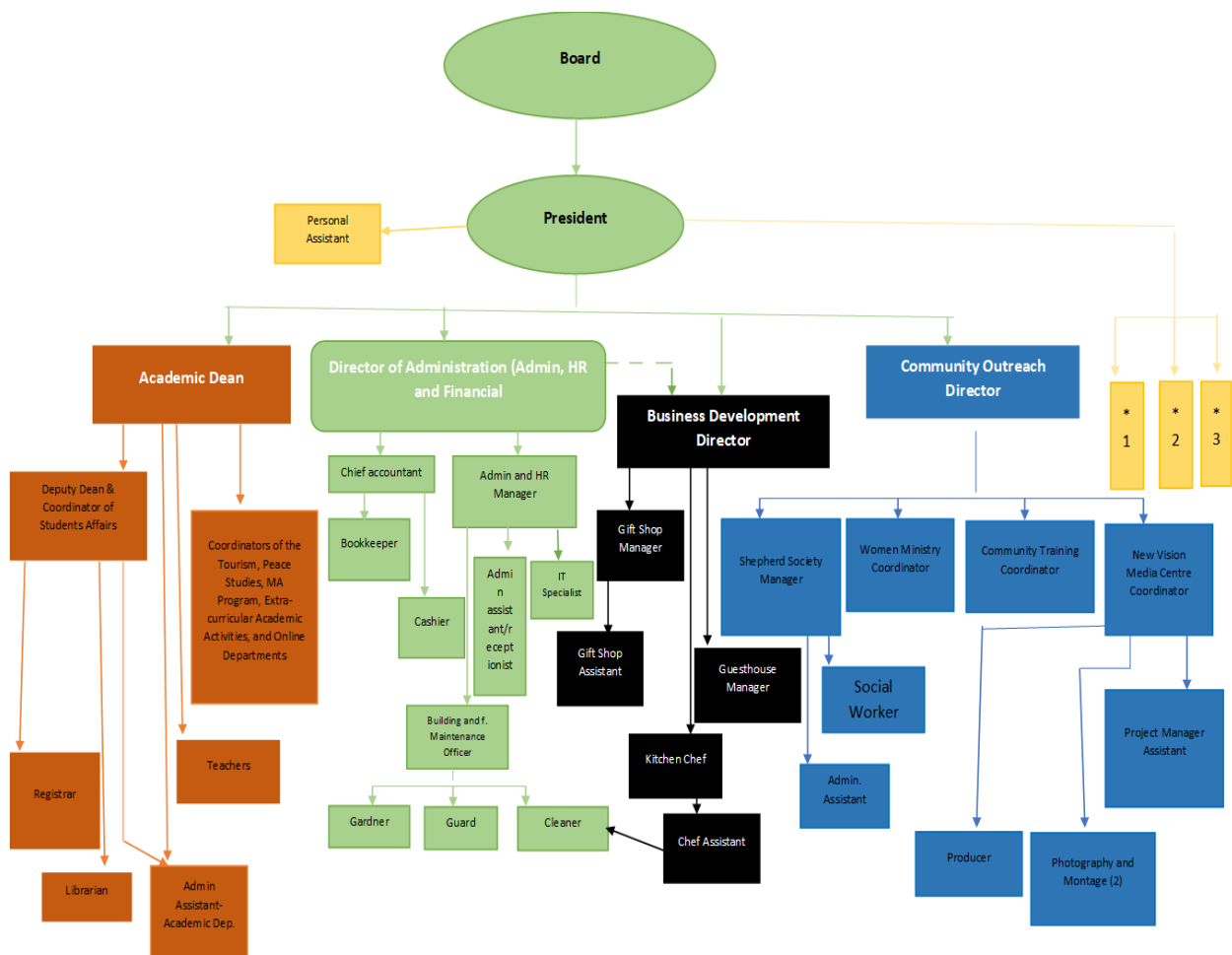
---

The buildings are well presented and up to date; the technology is fit for purpose for classroom and internet-based delivery and includes a media centre; the lecture and seminar rooms are sufficient including a conference room space; the library is substantial, well cared for and effective and includes a computer room. Overall, the facilities are adequate for the intentions of the school and its programmes.



# Governance

The BBC Board is tasked with preserving and protecting the institution’s identity and purpose. The president is appointed by and reports to the board and under him or her are three main directors – the Academic Dean, the Director of Administration and the Director of Community and Development Outreach. Faculty meet monthly. In the year 2020 an external company “GRIP” evaluated BBC with the participation of the Board, Executive Administration, Faculty, Staff, students, and some church members. Below is a schematic representation of the organisation;



---

## Educational and non-educational Staff

---

The organisation operates with 39 non-academic staff, 28 of which are listed in the website and their roles include work in media, communication, IT, library, academic administration, property, housekeeping, catering, retail, secretarial work, finance and leadership of different departments.

The faculty consists of nine full time and twelve part time members. Some of these combine teaching with leadership of key programmes

The VET judges that the staffing, both academic and non-academic, is appropriate for the institution and programmes as they seek to fulfil their objectives.

---

## Budget

---

BBC creates an annual budget which is approved by the board of trustees. The approximate annual budget size is around 1.5 million US dollars with an approximately 10% increase over the last five years.

Accounts are externally audited.

Funding comes from local activities (roughly 30%) and foreign contribution (roughly 70%). The school is striving to become more self-sufficient. However, due to the difficult local situation, some years are better than others in this respect.

---

## Programmes and Delivery Modes

---

As shown above in section B, the school offers four programmes;

The EQF level 5 programme (Diploma in Biblical studies), the EQF level 6 (Bachelor in Biblical Studies) and the EQF level 5 (Certificate in Peace-making and Justice) are delivered on line and so make relevant the ECTE DE/OE standards to this review. In particular, the school uses

- The online asynchronous mode (for Internationals and locals).
- The blended education mode (for Internationals and locals).
- The online synchronous mode (not being used frequently, but in assigned circumstances).

## Student numbers

A full analysis of student number over previous years was not available however the enrolment for the fall of 2021 is as follows;

Name and/or Place	Length of Program in Years	Fall 2021 Full-Time Students	Fall 2021 Part- Time Students
BA Biblical Studies Based in Bethlehem	4	15 Total 9 Female 6 Male	1 Total 1 Female Male
<b>BA Total</b>		<b>15</b>	<b>1</b>
MA in Leadership Bethlehem	3	6 Total 6 Female	X
Peace and Justice Certificate	1	Regular Students 10	Auditors 21
<b>MA Total</b>		<b>16</b>	<b>21</b>
Diploma Biblical Studies Based in Bethlehem	2	15 total 13 Female 2 Male	
Online Diploma Study	2	46 total 13 Female 33 Male	X
<b>Diploma Total</b>		<b>61</b>	
<b>OVERALL TOTAL</b>		<b>92</b>	<b>22</b>

---

## How the school prepared for the review

---

This is a cyclical review involving the institution plus four new programmes. The school looked forward to engagement with ECTE in this way with a view to understanding further improvements of its institution and programmes based on the recommendations of ECTE.

Before the review, the school conducted a comprehensive evaluation using an independent organisation. Also valuable were previous reports from ECTE and other accrediting agencies.

The Academic Dean was responsible for the contents of the C-SER which was written initially by the Registrar and a number of key documents were attached. Including the additional documents sent subsequent to the SER, over 40 documents plus a number of faculty CVs were made available to the VET.

# D. FINDINGS OF THE REVIEW

---

## Description of the extent of the review

---

The report relating to the institution and programmes is treated as a single application of the standards.

After careful consideration of the VET worksheet, it was noted that only in a very few cases are the courses distinguished by the VET in analysis, commendations, recommendations or requirements. Therefore, for simplicity's sake, they are treated together in the application of ECTE standards, with comments in those cases where the programmes are distinguished.

Because of the decision of the Accreditation Commission of ECTE that all programmes will be considered as new programmes in the 2022 review (due to extenuating circumstances at BBC and ECTE), previous requirements and recommendations are not part of this review, whether the programme has been running for some years or whether the programme is newly started.

---

## Standards relating to the institution

---

### STANDARD A1: - Identity and Purpose

#### INSTITUTIONS HAVE CLEARLY FORMULATED STATEMENTS OF IDENTITY AND PURPOSE

Standards examined	A.1.1 identity, A.1.2 Legal and Fiscal status, A.1.3 Vision and Mission, A.1.4 Public information.  DE/OE.3 and DE/OE.4
Evidence of Compliance	SER D.A.1, examination of ancillary documents, in particular, <ul style="list-style-type: none"> <li>• Teachers' manual</li> <li>• Strategic plan</li> <li>• BBC Student guide</li> <li>• College website</li> </ul> Meetings with leaders, faculty, stakeholders, staff and students of the school.
Analysis	<p>Overall, BBC has a strong sense of its identity and purpose which is lived out in its academic and non-academic programmes.</p> <p>BBC has a strong identity as a provider of theological education in a challenging context. It has a core set of values that is demonstrated by their desire for academic excellence and pastoral care for their students. Their doctrinal identity is linked to the Lausanne Covenant and Biblical standards are embedded in all aspects of the institution's work.</p> <p>BBC has a good relationship with the Palestinian Ministry of Higher Education including having programmes which are accredited by them (not up for ECTE accreditation).</p> <p>BBC's mission and vision statement are clearly formulated and are lived out. Their mission is the driver of all of their work including their academic programmes.</p> <p>BBC's website and social media channels give clear information on the college, the courses, faculty, admission, board, vision, annual reports etc. This information is available in English and Arabic.</p>

Commendations, recommendations, requirements	<p><b>Commendation:</b> The individual work on the SER by the registrar is to be commended as well as the ongoing support of the VET team before and during the visit.</p> <p><b>Recommendation (Standard A1.4):</b> The VET recommends that BBC provide adequate information on the conditions fulfilled for the completion of given programmes of studies, the earning of awards, and the accreditation. This should be clearly linked to the accrediting agencies' regulations.</p> <p><b>Recommendation (Standard A1.4):</b> The VET recommends that BBC accurately and publicly clarify its relationship to Nazareth Evangelical College (NEC) and BBC's Gaza Extension.</p>
Panel conclusion	Substantial Compliance

### Standard A.2 - Governance and Quality Assurance

#### INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Standards examined	<p>A.2.1 Governance, A.2.2 Leadership and Management, A.2.3 Decision-making structures, A.2.4 strategic planning, A.2.5 Internal Quality Assurance procedures, A.2.6 Cyclical External Quality Assurance.</p> <p>DE/OE.7 and DE/OE.8</p>
Evidence of Compliance	<p>SER D.A.2, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• BBC governance manual</li> <li>• BBC Student guide</li> <li>• Organisational chart</li> <li>• Summary of student assessments</li> </ul> <p>Meetings with leaders, faculty, stakeholders, staff and students at the school.</p>
Analysis	<p>Overall, BBC has good structures of governance and leadership in place. Work has been done to improve these structures through external consultation. However, work is required to develop a complete QA policy document.</p> <p>The quality and clarity of the board governance is to be commended and clear written policies and procedures are in</p>



	<p>place. There is clear accountability between the board and senior leadership.</p> <p>The Senior Leadership Team (SLT), composed of the Academic Dean, Head of Outreach and Head of Administration &amp; Finance, and President have a good working relationship and the SLT feel empowered to challenge decisions as needed and supported in their respective roles. There is a clear distinction between senior leadership and governance, and it is clear they lead with their context in mind. They manage the institution with integrity.</p> <p>The faculty, staff and students are all engaged in the life and development of the college and there are clear decision making processes in place for all elements of college life.</p> <p>The school has engaged in a significant strategic plan with the assistance of the GRIP organisation.</p> <p>It is clear that certain policies and procedures are in place e.g. anti-discrimination policy, board reviews of the college on a bi-annual basis, controls in place for financial transparency.</p> <p>Concerning external quality assurance, BBC has consulted an external organisation (GRIP) to conduct a thorough and ongoing review of the college. As BBC has courses accredited by the Palestinian Higher Education Authority for which they are required to submit annual reviews which assures standards. Accreditation with ECTE and ATA likewise provide external quality assurance.</p>
<p>Commendations, recommendations, requirements</p>	<p><b>Commendations</b></p> <ol style="list-style-type: none"> <li>1. Visionary leadership, which appears to be counter-cultural and challenges the status quo.</li> <li>2. An efficient board which is engaged, thoughtful and forward-looking, made up of individuals from diverse backgrounds.</li> <li>3. The structure of the organisation seems to be a blend of both flat and hierarchical approaches, allowing for empowerment and accountability.</li> <li>4. Commended on engaging in the process of Strategy Planning with GRIP and taking steps to implement some of the key action points.</li> </ol> <p><b>Requirement (Standard A.2.3):</b> The VET suggests to the AC a requirement that BBC develop a student government structure which includes student</p>

	<p>participation in regard to community life and academic programmes appropriate to the college's context.</p> <p><b>Requirement (Standard A.2.4):</b> The VET suggests that the AC make a requirement that the strategic plan is further developed to include stipulations of ECTE's guidelines, ie. short and long-term development plans to fulfil the mission statement including financial forecasting</p> <p><b>Requirement (Standard A.2.5):</b> The VET suggests that the AC make a requirement that BBC compiles all internal quality assurance policies into a unified document. A full list of expected policies is found in the relevant ECTE Standard descriptor.</p>
Panel conclusion	Non - Compliance

### Standard A.3 - Human Resources

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

Standards examined	<p>A.3.1 Human Resources; A.3.2 Non-Educational Staff; A.3.3 Educational Staff; A.3.4 HR Policies and procedures.</p> <p>DE/OE.15, DE/OE.16, DE/OE.17, DE/OE.18 and DE/OE.19.</p>
Evidence of Compliance	<p>SER D.A.3, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• Teachers' manual</li> <li>• CVs of lecturers</li> <li>• BBC governance manual</li> <li>• Employee performance appraisal form</li> <li>• Some job descriptions</li> </ul> <p>Meetings with leaders, faculty, stakeholders, staff and students of the school.</p>
Analysis	<p>Overall, BBC aims to provide staff with support in all areas of college life and work. Commendable work has been done to improve HR processes in the recent past with more work in progress and in plans.</p> <p>The good work that has begun for HR has identified key areas for continued improvement and is creating processes like job descriptions for everyone, HR policy manual, and systematic evaluations which are in development.</p>

	<p>BBC has a large number of non-education staff due to its outreach activities and guest house, alongside those working directly in the college. Staff serve under four departments:</p> <ol style="list-style-type: none"> <li>1. Academic</li> <li>2. Admin/HR/Finance</li> <li>3. Business Development</li> <li>4. Community Outreach.</li> </ol> <p>They are motivated and passionate about their contributions to the mission of the school despite the challenges of being Christians in Palestine. Many felt the college operated as a family and provided them with social-emotional support. Where relevant, they also were provided with professional development opportunities. There is a large amount of interdepartmental interaction and support. The VET encourages BBC to continue to find intentional ways to foster healthy dialogue between the different departments and ministries.</p> <p>Educational staff understand the requirements of teaching in the various programmes given the students context. Ongoing development both in pedagogy and areas of speciality is encouraged and supported. A full list of staff qualifications alongside the courses they teach on is needed for clarification.</p> <p>Work has been done on various staff policies, with more planned and in progress. The staff pay scale was recently updated and employee care is important to the SLT.</p>
<p>Commendations, recommendations, requirements</p>	<p><b>Commendations</b></p> <ol style="list-style-type: none"> <li>1. Passionate, thoughtful, and engaged group of educators. Educators are self-motivated to engage in learning for self-development as well as to mentor students who live in a very difficult context.</li> <li>2. Admin/non-teaching staff seem to be equally motivated in contributing to the life, vision, and mission of BBC.</li> </ol> <p><b>Recommendation</b> (Standard A.3.1)  The VET recommends that BBC follows their plans to complete the HR projects with a proposed timeline to be submitted in the school’s 2023 APR. This is for the purpose of ensuring that human resources are sufficient to carry out the educational programme effectively, tailored to the objectives and activities of the institution and monitored to ensure personal sustainability and realistic workloads across the institution.</p>

	<p><b>Recommendation</b> (Standard A.3.2 and A.3.3) The VET recommends that BBC actively plan for their ongoing professional development, carefully monitor workloads, conditions of employment, job descriptions and line management procedures.</p> <p><b>Recommendation</b> (Standard A.3.4) The VET recommends that BBC should explore the creation of staff development plans for academic and non-academic staff. This might include faculty development plans, research leaves aimed at ongoing publication and provision of study time to keep updated in fields of teaching and educational enhancement).</p> <p>Especially educational staff involved in EQF Level 6 and 7 programmes may be expected to be active in their academic field of research. These would provide clarity of goals and how the college will support this.</p> <p><b>Requirement</b> (Standard 3.4) The VET suggests that the AC make a requirement that BBC develop further HR policies for areas such as dismissals, complaints and other areas as outlined in standard.</p>
Panel conclusion	Substantial Compliance

#### Standard A.4 - Community and Context

##### INSTITUTIONS DISPLAY HEALTHY COMMUNITY DYNAMICS IN ACTIVE RESPONSE TO CONTEXT

Standards examined	<p>A.4.1 Learning Community; A.4.2 Stakeholder Community; A.4.3 Civil Community; A.4.4 Communication.</p> <p>DE/OE.22, DE/OE.23, DE/OE.24 and DE/OE.25 DE/OE.28.</p>
Evidence of Compliance	<p>SER D.A.4, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• BBC student guide</li> <li>• Chapel usage</li> <li>• Policy documents</li> </ul> <p>Meetings with leaders, faculty, stakeholders, staff and students of the school.</p> <p>Examination of the school's VLE</p>
Analysis	<p>Overall, BBC is commended for building bridges with the community through their active and consistent role in</p>

	<p>equipping Christians from a broad spectrum and serving those in need regardless of ethnicity or creed.</p> <p>The college strives to create a positive learning community for students both online and face-to-face. Online, this is done mainly through informal channels such as WhatsApp groups and the VLE. Student support is evident in both learning modes for academic and personal concerns.</p> <p>BBC is highly aware of their local context and engages with the community locally on a regular basis through many channels. The college has positive relationships with local and international stakeholders despite the difficult context. These include churches, other professional &amp; academic communities, and donors. There is a regular newsletter and other communications with these groups and the wider public.</p> <p>BBC is commended for their use of media to promote the college's programmes, activities and educational/social issues.</p>
<p>Commendations, recommendations, requirements</p>	<p><b>Commendations</b></p> <ol style="list-style-type: none"> <li>1. The fact that many policy documents are in place (financial, handbooks for faculty, staff, students, sexual harassment and many more) helps develop an ethos and work culture that reflect biblical values.</li> <li>2. Excellent avenues for outreach and engagement through the Shepherd's Society</li> <li>3. Contextualization is a major strength of the programmes, staff and BBC as a whole.</li> </ol> <p><b>Recommendation (A.4.2):</b> The VET recommends that BBC develop a more intentional and structured alumni network.</p>
<p>Panel conclusion</p>	<p>Substantial Compliance</p>

## Standard A.5 - Educational Resources

### INSTITUTIONS HAVE EDUCATIONAL RESOURCES THAT SUPPORT THEIR MISSION AND STRATEGY

Standards examined	<p>A.5.1 Student services; A.5.2 Study facilities; A.5.3 Library/Learning Resource Centres; A.5.4 Information management; A.5.5 Information Technology; A.5.6 Virtual Learning Environment and Educational Resources.</p> <p>DE/OE.32 and DE/OE.33 DE/OE.34 DE/OE.35 DE/OE.36 DE/OE.37.</p>
Evidence of Compliance	<p>SER D.A.5, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• Module descriptors</li> <li>• BBC student guide</li> <li>• Strategic plan</li> <li>• Library statistics</li> <li>• Publications</li> </ul> <p>Meetings with leaders, faculty, stakeholders, staff and students of the school.</p> <p>Examination of the school's facilities and VLE</p>
Analysis	<p>Overall, BBC has good quality facilities and equipment both physically and virtually.</p> <p>The college is very supportive and flexible with their students. Staff are aware of the students' individual needs and support them in both academic and practical ways.</p> <p>BBC facilities are impressive and spacious, with well-equipped classrooms and a video conference room. There is ample study space in both the library and in common areas.</p> <p>The library is well stocked (approx. 26,000 titles) with 70% English and 30% Arabic. The librarian is given a sufficient budget for new titles and is always on the lookout for new Arabic titles. Online reading resources are available and an inter-library loan system with Bethlehem University exists. The librarian has received training and attends events and further development opportunities when possible.</p> <p>The school has a good SIS in place and student records are kept and backed up securely. Admission is conducted online as is grading, course selection and reviews. The systems are constantly being developed by the IT and administrative staff to suit their needs better and improve the system.</p>

	<p>BBC is very well equipped in regard to technology, with a dedicated computer room and well-equipped classrooms. The media centre and new conference room space allows online classes to be conducted at a high standard both synchronously and asynchronously. The IT manager is well trained and supported.</p> <p>The school uses a VLE for all its courses, with the online courses making extensive use of this. It is well maintained and used by all staff and students as required. Thought and care has been put into how best to create an engaging learning environment. Development of the VLE is ongoing as well as of the staff responsible.</p>
<p>Commendations, recommendations, requirements</p>	<p><b>Commendations</b></p> <ol style="list-style-type: none"> <li>1. Good record keeping and storage of hard copies as well as digitized copies of past student records and current student records.</li> <li>2. Deployment of EMS which integrates online payments, transcripts, portfolio, appraisals, attendance, grades, library access, etc.</li> <li>3. Competent personnel to support the IT, AV, and other communications needs of school.</li> <li>4. High quality teaching and classroom facilities, cafeteria, computer lab, library, student room etc.</li> <li>5. The Journal of Palestinian Christianity will contribute hugely to understanding the life, faith, and witness of Christ-followers in this unique, challenging context.</li> </ol> <p><b>Recommendation (A.5.3)</b>  The VET recommends the library has a digital development plan that includes provision for an assistant for library work. That the plan is also suitable in terms of quality, quantity, level, variety, concentration, theological orientation, subjects covered, and language and nature of the programmes being offered. The library development plan should be reflected in the institutional budget.</p>
<p>Panel conclusion</p>	<p>Substantial Compliance</p>

## Standard A.6 - Finances and Sustainability

### INSTITUTIONS HAVE SUITABLE FINANCIAL POTENTIAL, PLANNING, POLICIES AND PROCEDURES

Standards examined	A.6.1 Financial Potential and Planning; A.6.2 Financial Policies and Procedures; A.6.3 Sustainability; A.6.4 Remuneration and Fees; A.6.5 Fundraising.
Evidence of Compliance	SER D.A.6, examination of ancillary documents, in particular, <ul style="list-style-type: none"> <li>• Audited accounts</li> </ul>
Analysis	<p>Overall, BBC has impressive and clear financial planning; policies are in place and efforts to become more sustainable and increase staff remuneration are commendable.</p> <p>The college has robust financial planning in place, and this is supervised by the board. There is potential for further development of facilities and growth of income.</p> <p>BBC is externally audited. The budget is developed and then approved by the board on an annual basis. Policies and procedures are in place and put into practice.</p> <p>BBC strives for sustainability as much as possible across its academic and non-academic work given the context. Initiatives such as the guest house, gift shop and renting of spaces shows innovative and community focussed attempts to generate income. Further ideas and plans are often discussed to allow the generation of a greater percentage of income, currently the college relies heavily on donors (90%).</p> <p>Staff and leadership acknowledge that remuneration is often below what staff could get elsewhere. Staff also stated that the mission of the college and their passion for this is often worth that sacrifice. BBC has recently developed a new and increased pay scale.</p> <p>As mentioned above BBC relies heavily on fundraising, and the school has developed a good base of support, mainly abroad but with hopes of developing more supporters in Palestine. We encourage the BBC to continue their attempts to diversify their donor pool.</p>
Commendations, recommendations, requirements	<p><b>Commendation</b></p> <p>BBC is making attempts to generate third stream income by way of renting out facilities, the gift shop etc.</p>
Panel conclusion	Full Compliance



---

## Standards relating to the programmes

---

### Standard B1 - Holistic Integration

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

Standards examined	B.1.1 Holistic Integration; B.1.2 Spiritual Formation; B.1.3 Character Education; B.1.4 Academic Achievement; B.1.5 Practical training; B.1.6 Mentoring.
Evidence of Compliance	<p>SER D.B.1, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• Module descriptors</li> <li>• BBC Students guide</li> <li>• Syllabi</li> <li>• Student progress files and performance records</li> <li>• Curriculum maps for programmes</li> </ul> <p>Meetings with leaders, faculty, stakeholders and students of the school.</p> <p>Examination of the school's virtual learning environment.</p>
Analysis	<p>BBC seeks to provide a holistic educational experience for the students of all 4 programmes up for accreditation.</p> <p>Holistic integration is strongly, although tacitly, modelled by the teachers and staff of the school that is demonstrated inside and outside the classroom. BBC is doing many good things in the realm of the hidden curriculum in almost all the areas in this section.</p> <p>The current documents and interactions with the faculty seem to be a little short on the explicit curriculum, especially when it comes to constructive alignment (linking learning outcomes, learning activities, and learning assessment).</p> <p>BBC has a variety of spiritual formative activities that occur in each of the four programmes. It is clear from speaking to staff and students that spiritual formation occurs in all of the programmes. Many of these are enacted in the programmes but not documented in the curriculum.</p> <p>BBC has a variety of character education and development activities that occur in each of the four programmes. It is clear from speaking to staff and students that character education</p>

	<p>also occurs in all programmes as it is a focus of the teaching staff. Many of these are enacted in the programmes but not documented in the curriculum.</p> <p>Academic achievement is a core component of all 4 programmes. This is measured through a variety of assessment activities. It is noted that the MA program requires “a major research paper is produced....”</p> <p>BBC requires students to be active in ministry throughout their period of study. Courses and topics on practical elements are included in all four programmes.</p> <p>BBC has no formal mentoring in place for the four programmes. However, this is done in the Diploma, BA, and MA informally by the Head of Online Learning as well as the teachers of specific courses as required. The P&amp;J cert is a short course programme and so a mentor would not be necessary.</p> <p>In relation to the requirement in this standard, the VET point out the need to develop systems to ensure that ECTS credits be granted for student formation in the diploma, BA and MA programmes; for character education in all four programmes; for practical ministry in all four programmes; for mentoring in the Diploma, BA and MA programmes.</p>
Commendations, recommendations, requirements	<p><b>Requirement</b> (Standard B.1,3,4,5,6.)</p> <p>The VET suggests that the AC make a requirement that BBC carefully document their practice of holistic approaches to integrated curriculum design and module delivery. This includes that components of learning (spiritual formation, character education, practical training, and mentoring) are each mapped into the curriculum, are appropriately assessed and included in the total calculation of ECTS credits.</p>
Panel conclusion	Non - Compliance

## Standard B.2 - Curriculum Development

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

Standards examined	<p>B.2.1 Design and approval processes; B.2.2 Outcomes and fitness for purpose; B.2.3 Curricula, Module descriptors and learning activities; B.2.4 Graduate profiles; B.2.5 Content, level, feasibility and progression; B.2.6 Credit allocation and duration; B.2.7 Content; B.2.8 Monitoring processes.</p> <p>DE/OE.41 DE/OE.42 and DE/OE.43.</p>
Evidence of Compliance	<p>SER D.B.2, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• BBC student guide</li> <li>• Various Module descriptors and syllabi</li> <li>• Strategic plan</li> <li>• Teachers' manual</li> <li>• Curriculum maps</li> </ul> <p>Meetings with leaders, faculty, stakeholders and students of the school.</p> <p>Examination of the school's VLE.</p>
Analysis	<p>Overall, the curriculum appears balanced. BBC is commended for creating programs that are biblically rooted and contextually relevant, addressing the needs of students and the community at large at the same time.</p> <p>Care and consideration have been put into the design of the programmes and curricula. However, there does not seem to be a standardised process for designing and approving the process, but rather principles and guidelines that may be followed (or not) by those in charge of the programme(s).</p> <p>There is awareness of what outcomes are needed but they are not consistently applied in the curriculum. BBC is encouraged to reformulate the programme outcomes (and course goals) using the Overarching Framework of Qualifications in the EHEA (QF-EHEA).</p> <p>There is a level of awareness, through previous professional development, of what Graduate profiles are.</p> <p>The Carnegie credit approach is used by the school in their planning and documentation of the programs. In general, however, increased understanding of the ECTS credit system by programme developers and teachers needs to be planned for through staff/faculty continuing education.</p>

Commendations, recommendations, requirements	<p><b>Commendation</b> Good focus on learner-centredness. Educators employ instructional variety in their teaching and often engaged students in dialogue to process content and to relate to contextual realities. Case studies are often used to foster learning and critical thinking.</p> <p><b>Recommendation (B.2.8)</b> The VET recommends that the monitoring process regarding the academic aspect of the BBC work needs to be more structured under the leadership of the Academic Dean to enhance the internal quality assurance (see A.2.5.)</p> <p><b>Requirement (Standard B.2.3, B.2.5)</b> The VET suggests that the AC make a requirement that each programme is matched according to the QF-EHEA descriptors for the appropriate level.</p> <p><b>Requirement (Standard B.2.6)</b> The VET suggests that the AC make a requirement that the school in the revision of the curriculum (cf B.2.2, B2.3., B. 2.5.) involve the ECTS system for credit allocation (see <u>Guidelines for Programme Design and Using ECTS</u>).</p>
Panel conclusion	Non - Compliance

### Standard B.3 - Learning, Teaching and Assessment

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

Standards examined	<p>B.3.1 Educational philosophy and adult pedagogy; B.3.2 Student centred learning and teaching and assessment; B.3.3 Module design and delivery; B.3.4 Variety; B.3.5 Delivery feedback; B.3.6 Assessment.</p> <p>DE/OE.50 and DE/OE.51 DE/OE.52, DE/OE.53 and DE/OE.54.</p>
Evidence of Compliance	<p>SER D.B.3, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• Teachers' manual</li> <li>• Various Module descriptors and syllabi</li> <li>• Strategic plan</li> <li>• BBC students guide</li> <li>• Descriptions of programmes</li> </ul> <p>Meetings with leaders, faculty, stakeholders and students of the school. Examination of the school's VLE.</p>

<p>Analysis</p>	<p>There appears to be missing from the SER a holistic and integrative philosophy of education although integrated, holistic formation is worked for practically in the school. Formative assessment is provided mainly by teachers.</p> <p>Not all assessment is clearly student-centred. A systematic review of module descriptions is desired where learning outcomes, teaching methodologies and assessment are evaluated for coherency, fitness for purpose and student-centeredness.</p> <p>The programmes are delivered in an online mode, mainly by Arabic speaking lecturers. Translation is provided for international lecturers.</p> <p>The VET would like to encourage BBC to incorporate more reflection in relation to the development of DE/OE in terms of design, delivery and student assessment.</p> <p>BBC lecturers employ a variety of teaching methods such as classroom lectures, small group assignments and individual reading. Assessment includes participation in class, exams, written assignments, personal reflections.</p> <p>A basic course assessment form is included in each course that evaluates content, delivery, teacher performance and personal benefit for the student.</p>
<p>Commendations, recommendations, requirements</p>	<p><b>Commendation</b> A strong desire to continually develop as a faculty group and support internally to do so through events, discussion etc.</p> <p><b>Requirement (Standard B.3.1)</b> The VET suggests that the AC make a requirement that a written public document is prepared that details principles of BBC's educational philosophy and adult pedagogy</p>
<p>Panel conclusion</p>	<p>Non - Compliance</p>

## Standard B.4 - Student Admission, Progression, Recognition and Certification

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

Standards examined	B.4.1 Admission; B.4.2 Progression; B.4.3 Recognition; B.4.4 Graduation and certification.
Evidence of Compliance	<p>SER D.B.4, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• College website</li> <li>• Admission form</li> <li>• Student progress files</li> <li>• Student profile template</li> <li>• Diploma supplements</li> </ul> <p>Meetings with leaders, faculty, stakeholders, staff and students of the school.</p>
Analysis	<p>BBC admission process is clear. Admission requirements and application forms are found on the BBC official website.</p> <p>Progression regulations are not clearly stated, for instance between levels 5 and 6.</p> <p>The college has clear recognition of learning regulations. BBC is aware that appropriate recognition procedures should rely on national principles.</p> <p>All Programmes: Some fields in the Diploma Supplement are filled out incorrectly which needs to be corrected. Diploma Supplements should be handed out to all graduates.</p>
Commendations, recommendations, requirements	<p><b>Requirement B.4.2</b> The VET suggests that the AC make a requirement that BBC formulate clear regulations for progression between levels and programmes.</p> <p><b>Requirement (Standard B.4.4)</b> The VET suggests that the AC make a requirement that BBC correctly implements the entries for diploma supplement (See <a href="#">Guidelines for the Diploma Supplement</a>)</p>
Panel conclusion	Non - Compliance

## Standard B.5 - Qualification Nomenclature and Credits

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNISED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

Standards examined	B.5.1 Qualification nomenclature; B.5.2 Credits.
Evidence of Compliance	<p>SER D.B.5, examination of ancillary documents, in particular,</p> <ul style="list-style-type: none"> <li>• College website</li> <li>• Diploma supplement</li> </ul> <p>Meetings with leaders, faculty, stakeholders and students of the school. Examination of the school's VLE.</p>
Analysis	<p>There is insufficient clarity on whether alternative providers in Palestine can name and advertise their programmes as Master's Programmes.</p> <p>The VET notes that this programme is not recognised by the government. The VET wonders if there is clarity in BBC's public presentation of this.</p> <p>BBC follows a system of credit hours, based on class hours and the equivalent number of hours for personal study. Work is required in developing module descriptors that articulate total learning hours and ECTS credits. See requirement B.2.6.</p>
Commendations, recommendations, requirements	<p><b>Requirement (B.5.1)</b></p> <p>The VET suggests that the AC make a requirement that BBC demonstrates understanding that qualification nomenclature used in public-facing information is appropriate in context and does not breach protected terminology.</p>

# E. CONCLUSIONS

---

## SUMMARY OF COMMENDATIONS

---

1. Visionary leadership, which appears to be counter-cultural and challenges the status quo.
2. An efficient board which is engaged, thoughtful and forward-looking, made up of individuals from diverse backgrounds.
3. The structure of the organisation seems to be a blend of both flat and hierarchical approaches, allowing for empowerment and accountability.
4. Commended on engaging in the process of Strategy Planning with GRIP and taking steps to implement some of the key action points.
5. Checks and balances are in place for financial accountability and to function with integrity.
6. Commendable that BBC is making attempts to generate third stream income by way of renting out facilities, the gift shop etc.
7. The fact that many policy documents are in place (financial, handbooks for faculty, staff, students, sexual harassment and many more) helps develop an ethos and work culture that reflect biblical values.
8. Excellent avenues for outreach and engagement through the Shepherd's Society
9. Good record keeping and storage of hard copies as well as digitized copies of past student records and current student records.
10. Deployment of EMS which integrates online payments, transcripts, portfolio, appraisals, attendance, grades, library access, etc.
11. Competent personnel to support the IT, AV, and other communications needs of school.
12. High quality teaching and classroom facilities, cafeteria, computer lab, library, student room etc.
13. Passionate, thoughtful and engaged group of educators. Educators are self-motivated to engage in learning for self-development as well as to mentor students who live in a very difficult context.
14. Contextualization is a major strength of the programmes, staff and BBC as a whole.
15. Good focus on learner-centredness. Educators employ instructional variety in their teaching and often engaged students in dialogue to process content and to relate to contextual realities. Case studies are often used to foster learning and critical thinking.
16. A strong desire to continually develop as a faculty group and support internally to do so through events, discussion etc.
17. Admin/non-teaching staff seem to be equally motivated in contributing to the life, vision and mission of BBC.
18. The Journal of Palestinian Christianity will contribute hugely to understanding the life, faith and witness of Christ-followers in this unique, challenging context.
19. The individual work on the SER by Mrs Ghadeer Hanna in particular is to be commended as well as the ongoing support of the VET team before and during the visit.



---

## SUMMARY OF RECOMMENDATIONS

---

1. Standard A1.4
  - The VET recommends that BBC provides adequate information on the conditions fulfilled for the completion of given programmes of studies, the earning of awards, and the accreditation. This should be clearly linked to the accrediting agencies' regulations.
  - The VET recommends that BBC accurately and publicly clarify its relationship to Nazareth Evangelical College (NEC) and BBC's Gaza Extension.
2. Standard A.3.1: The VET recommends that BBC follows their plans to complete the HR projects with a proposed timeline to be submitted in the school's 2023 APR. This is for the purpose of ensuring that human resources are sufficient to carry out the educational programme effectively, tailored to the objectives and activities of the institution and monitored to ensure personal sustainability and realistic workloads across the institution.
3. Standard A.3.2 and A.3.3: The VET recommends that BBC actively plan for their ongoing professional development, carefully monitor workloads, conditions of employment, job descriptions and line management procedures.
4. Standard A.3.4: The VET recommends that BBC should explore the creation of staff development plans for academic and non-academic staff. (This might include faculty development plans, research leaves aimed at ongoing publication and provision of study time to keep updated in fields of teaching and educational enhancement. In particular educational staff involved in EQF Level 6 and 7 programmes may be expected to be active in their academic field of research. These would provide clarity of goals and how the college will support this.
6. Standard A.4.2: The VET recommends that BBC develop a more intentional and structured alumni network.
7. Standard A.5.3: The VET recommends the library has a digital development plan that includes provision for an assistant for library work. That the plan is also suitable in terms of quality, quantity, level, variety, concentration, theological orientation, subjects covered, and language and nature of the programmes being offered. The library development plan should be reflected in the institutional budget.
8. Standard B.2.1: The VET recommends that BBC further explore ways that will provide approved processes for the design and formal approval of their programs. The design of programmes includes analysis and consultation, determination of learning outcomes and graduate profiles, curricular structure, level and duration, module content and delivery strategy.
9. Standard B.2.2: The VET recommends that educational outcomes are consistently applied in the curriculum.
10. Standard B.2.8: The VET recommends that the monitoring process regarding the academic aspect of the BBC work needs to be more structured under the leadership of the Academic Dean to enhance the internal quality assurance (see A.2.5).

---

## SUMMARY OF REQUIREMENTS

---

1. Standard A.2.3: The VET suggests that the AC make a requirement that BBC develop a student government structure which includes student participation in regards to both community life and academic programmes appropriate to the college's context.
2. Standard A.2.4: The VET suggests that the AC make a requirement that the strategic plan is further developed to include stipulations of ECTE's guidelines, ie. short and long-term development plans to fulfil the mission statement that include financial forecasting.
3. Standard A.2.5: The VET suggests that the AC make a requirement that BBC compiles all internal quality assurance policies into a unified document. A full list of expected policies is found in the relevant ECTE Standard descriptor.
4. Standard A.3.4: The VET suggests that the AC make a requirement that BBC develop further HR policies for areas such as dismissals, complaints and other areas as outlined in the Standard.
5. Standard B.1 (1,3,4,5,6): The VET suggests that the AC make a requirement that BBC carefully document their practice of holistic approaches to integrated curriculum design and module delivery. This includes that components of learning (spiritual formation, character education, practical training and mentoring) are each mapped into the curriculum, are appropriately assessed and included in the total calculation of ECTS credits.
6. Standard B.2.3: The VET suggests that the AC make a requirement that BBC strengthen module descriptors (Course Syllabus) through:
  - the careful documentation of hours devoted to different learning activities.
  - varied assessment options that align with the course objectives and learning activities.

Including digital resources (i.e., websites, podcasts, online journals) in addition to the helpful book recommendations to meet learning outcomes.

7. Standard B.2.2, B.2.4: The VET suggests that the AC make a requirement that BBC works out distinct and detailed written graduate profiles that will determine the programme learning outcomes and course learning outcomes respectively (cf SG-GETE 2.2).
8. Standard B.2.3, B.2.5: The VET suggests that the AC make a requirement that each programme is matched according to the QF-EHEA descriptors for the appropriate level.
9. Standard B.2.6: The VET suggests that the AC make a requirement that the school in the revision of the curriculum (cf B.2.2, B.2.3., B. 2.5.) involve the ECTS system for credit allocation (see [Guidelines for Programme Design and Using ECTS](#)).
10. Standard B.3.1: The VET suggests that the AC make a requirement that a written public document is prepared that details principles of BBC's educational philosophy and adult pedagogy.
11. Standard B.4.2: The VET suggests that the AC make a requirement that BBC formulate clear regulations for progression between levels and programmes.

12. Standard B.4.4: The VET suggests that the AC make a requirement that BBC correctly implements the entries for diploma supplement (See [Guidelines for the Diploma Supplement](#)).
13. Standard B.5.1: The VET suggests that the AC make a requirement that BBC demonstrates understanding that qualification nomenclature used in public-facing information is appropriate in context and does not breach protected terminology.

---

## IN CONCLUSION

---

The visitation team recommends to the ECTE Accreditation Commission that Bethlehem Bible College be judged to be in compliance with the Standards and Guidelines of the ECTE in both institutional and programme areas, subject to satisfactory responses to the requirements listed above.

The team therefore recommends to the ECTE Accreditation Commission that they grant accreditation once the requirements listed above are considered fulfilled; and that the recommendations listed above be monitored through the annual reporting processes of ECTE.

The visitation team would like to record their gratitude to BBC for a warm welcome and constantly helpful interaction with the team throughout the process. It was truly a meeting of colleagues in the process from which we in the team learnt much and greatly appreciated the staff and leadership of BBC for their excellence and commitment in following their calling in a difficult context.

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

The visitation team:

**Signed:**

Paul Sanders (Joint team leader),  
Eric McCauley,  
James Lockwood (Student),  
Graham Cheesman (RS)

**January 2023**

# APPENDICE - VISITATION SCHEDULE

Monday, 21st November	
19:30	VET Team Briefing
Tuesday, 22nd November	
7:00	Breakfast
7:30	President
8:00	
8:30	Introductory Meeting with VET + BBC Leadership
9:30	Chapel
10:30	Tour of Facilities
11:00	Students Stakeholders
12:00	
12:30	Lunch
14:00	Formation/Mentors
15:00	Faculty Board
16:00	VET write-up and notes Premeeting w/Academic Dean
18:00	VET Group Debrief
	Dinner

Wednesday, 23rd November	
7:00	Breakfast
8:00	VET daily briefing
9:00	Intro Meeting with Staff S.L.T.
10:00	Ed. Resources, Library, CMS, SIS + Student Services Academic Dean:
11:00	VLE & Online
12:00	
12:30	Lunch
13:30	Curriculum Development
14:00	Finances
14:30	Teaching/Learning Assessment
15:00	
15:30	
16:00	VET write-up and notes
17:00	MA Class
18:00	VET Group Debrief
	Dinner

Thursday, 24th November	
7:00	Breakfast
8:00	VET daily briefing
9:00	Follow-up conversations as needed and writing
10:00	
11:00	Exegesis OT Class
12:00	
12:30	Lunch
13:30	Coffee (informal VET time)
14:00	VET write-up and notes
15:00	
18:00	Sharing conclusions with BBC Leadership
	Dinner