REVIEW REPORT

Cornerstone Centre for Intercultural Studies
Related to a visit for cyclical review; 1-3 February 2023

ECTE

European Council for
Theological Education

INDEX

A. EXECUTIVE SUMMARY

Report of a cyclical review of the institutional accreditation of Cornerstone Centre for Intercultural Studies, located in Beugen, the Netherlands, an Alternative Provider of Higher Education (APHE), and the programme review of two programmes; a QF-EHEA Short Cycle partial - EQF level 5 programme (60 ECTS) called "Certificate in Intercultural Studies"; a QF-EHEA Short Cycle - EQF level 5 programme (120 ECTS) called "Diploma in Intercultural Studies".

This report relates to a process, including a desk analysis of the Self Evaluation Report (SER) and other material provided to the visitation team and an on-site visit 1 to 3 February 2023, for the purpose of re-accrediting Cornerstone based on the ECTE's *Standards and Guidelines* and other relevant ECTE guideline documents. It finds the School excellent in achieving its intentions in theological education, suggests to the ECTE Accreditation Commission four commendations of excellence, four recommendations and no requirements.

B. INTRODUCTION TO THE REVIEW

Description of the review

Cornerstone is an Alternative Provider of Higher Education without the right to confer academic degrees. [1] Cornerstone is listed in the registry for institutions of Higher Education in the Netherlands and adheres to the Dutch Code of Conduct for International students in Higher Education.

Cornerstone went through several accreditation stages since 2003. The SER describes these as follows:

> Cornerstone's two-year diploma programme was first accredited by the EEAA in 2003. Following the requirements of the new 2006 EEAA manual, Cornerstone had to adapt its training programme to the new standards of outcome-oriented education. In an extensive self-evaluation process the training outcomes were completely reviewed (2006-2007), the curriculum was revised and adapted to the new ECTS standards (2007-2010), and a new strategic plan (mission, vision, core values, long- and short-term goals) was put in place (2009). In 2010, the need was felt to add a one-year certificate and, in 2011, this programme was accepted by the EEAA council.

Following the aforementioned different phases of accreditation, the last accreditation visit took place in 2017 resulting in renewing the accreditation with eight recommendations which the School has diligently worked on. Cornerstone is also reviewed every five years by MAC – Missionary Training College Advisory Council – from WEC International.

This review in February 2023 was, therefore, a cyclical review of the institution and programme reviews of the two programmes with examination of previous recommendations. The documents guiding this review are the Standards and Guidelines of the ECTE, parts A (institutional standards) and B (programme standards) , the Guidelines for Programme Design , the guidelines for site visits Guidelines for Site Visits and Vets institutional status and qualifications nomenclature Guidelines for Institutional Status and Qualification Nomenclature , and others as they were relevant.

---

[1] Status and accreditation - https://www.cornerstonecollege.eu/accreditation/

Programmes

Name in the language of delivery	ECTS-Points	EQF Level	ISCED	ICETE-level	Delivery mode
Certificate in Intercultural Studies	60	EQF 5-PARTIAL (SHORT CYCLE - PARTIAL)	5 Partial	Certificate	On site
Diploma in Intercultural Studies	120	EQF level 5 (SHORT CYCLE)	5	Diploma	On Site

The Visiting team

The composition of the VET team to Cornerstone was as following:

Katharina Penner (team leader),
Dr. Caleb Hutcherson
Irini Panteliou (Student),
Grace Al-Zoughbi (RS)

Visit Arrangements

The SER (encompassing institutional matters and with two sections relating to the two programmes under review) was constructed following the template set out in the ECTE protocol for writing an SER Guidelines for Producing Self Evaluation Reports and was received in time by the Accreditation Director. The Review Secretary recommended the team to the Accreditation Commission. The Accreditation Commission approved the team and the dates of the review visit and these were communicated to Cornerstone 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 he received a copy of the visit protocol and 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 the IRC set up another for speedy communications between the institution and the VET.

5. In conjunction with the VET leader and team members, the IRC organised and agreed to a schedule for the visit.
6. One initial pre-visit meeting of the VET took place via Zoom to discuss the SER and supporting documents.
7. 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 and sufficient. The documentation provided a useful and succinct 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 morning of Wednesday 1st February and concluded in the afternoon of Friday 3rd February 2023.

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. They included meetings with;

Academic Dean
Board Representatives
Faculty
Finance staff
Librarian
President
Staff
Staff involved in practical ministry, formation/mentoring
Stakeholders
Student representatives
The team also attended a number of lectures and the library was examined.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution and Programmes

Cornerstone is an intentionally small missionary training centre in The Netherlands which has a maximum of forty students per year representing as many as eighteen nationalities. The School is administrated by WEC International, an interdenominational mission agency active in over 70 countries, concerned with reaching unreached people groups with the Gospel of Jesus Christ.

As an international community, Cornerstone prepares students to be effective cross-cultural workers for the extension of God's kingdom. The organisation puts emphasis on the development of students and staff alike for the purpose of equipping Christian leaders for the global church. Students receive group mentoring in small 'care groups' and are mentored individually.

Students represent a plethora of church denominations, countries, and mission agencies. Their stated passion is to know the Lord, grow in His word and fulfil His mission in being committed to serve in cross-cultural mission work.

Mission Statement

The SER describes the mission and vision of Cornerstone as follows:

Mission: Equipping followers of Jesus to make Him known across cultures.

Vision: A vibrant, international community preparing students to be effective cross-cultural workers for God's Kingdom.

The values of Cornerstone are as follows:

- Love for Jesus, the Bible and for others
- Prayer & worship
- Christ-likeness and servanthood
- Focus on cross-cultural ministry
- Trusting in God's provision
- Relying on the enabling of the Holy Spirit
- Community living and learning

The Vision and Mission above have been in place since September 2022. These, as previous iterations, have been developed through a consultation of relevant stakeholders, staff, student and alumni feedback and approved by the Board.

History

Cornerstone's website describes the history of the School as following:

> In 1947 WEC International founded the Missionary Training College in Glasgow. The great need was felt of a Bible college training specifically geared to prepare missionary candidates. Some years later a second MTC was opened in Tasmania, Australia. In the late seventies the Glasgow MTC had to close down due to its limited accommodation. The WEC leadership decided that a new location should be sought on the continent of Europe. After much prayer and searching the former convent in Beugen in the southeast of the Netherlands was found and purchased in 1988. The convent had been home to two Catholic sisterhoods, who had served the local community for many years. As the Sisters of Julie Postel heard of WEC's emphasis on prayer and mission, they were glad to sell the property. Two couples from the Australian MTC pioneered this new 'Euro MTC' and much hard work was put in before the first students arrived in the autumn of 1989. It was a real faith venture and much help and finance came from many unexpected sources. In 1997 the name of the School was changed into Cornerstone – Centre for Intercultural Studies. In 1998 the adjacent building of the local primary School became vacant and was bought, increasing space for classrooms and childcare facilities.

Facilities

Cornerstone provides sufficient study and living space which are fit for purpose and accessible to students. The classrooms are well heated/ventilated, and have adequate furniture, projectors, screens and sound systems. Student accommodation is simple and adequate. Meals are provided in the dining room and shared together with the whole community. Students have access to sectional kitchens which they use during weekends.
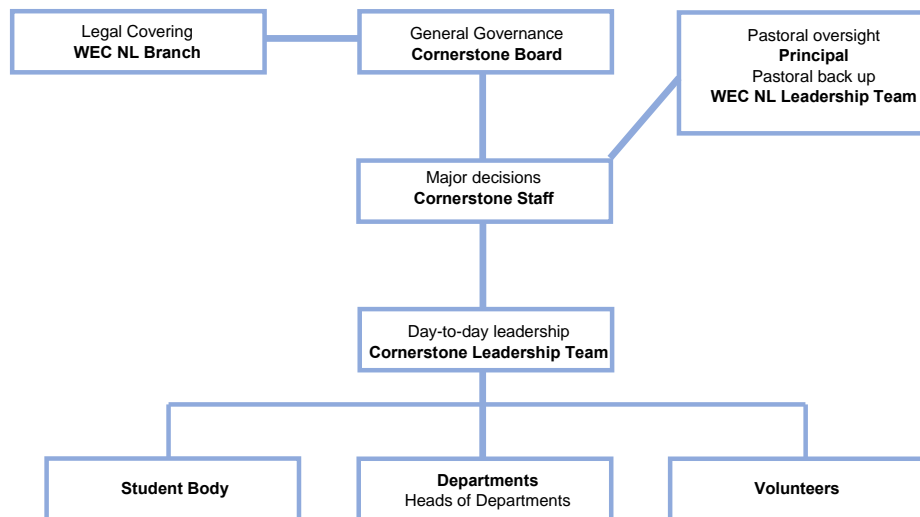
The buildings, furnishings, security system and IT provisions follow Dutch standards and regulations. The Cornerstone Building and Maintenance Committee has worked on maintaining the building, improving it and developing new projects based on the community's needs.

The School buildings are owned by a legal entity (Stichting WEC Beheer). Cornerstone pays an annual fee for the use of the building which covers the insurance and local (ownership) tax for the building.

Governance

Cornerstone has a clear organisational structure as follows

Diagram of Structural Organization for Oversight of Cornerstone

```
┌─────────────────┐      ┌─────────────────┐      ┌──────────────────────┐
│ Legal Covering  │──────│ General Governance│     │ Pastoral oversight   │
│ WEC NL Branch   │      │ Cornerstone Board │     │ Principal            │
└─────────────────┘      └─────────────────┘      │ Pastoral back up     │
                                 │                  │ WEC NL Leadership Team│
                                 │                  └──────────────────────┘
                         ┌─────────────────┐       /
                         │ Major decisions │──────/
                         │ Cornerstone Staff│
                         └─────────────────┘
                                 │
                   ┌──────────────────────────┐
                   │ Day-to-day leadership     │
                   │ Cornerstone Leadership Team│
                   └──────────────────────────┘
                                 │
        ┌────────────────┬───────┴────────┬────────────────┐
┌───────────────┐  ┌──────────────────┐  ┌───────────────┐
│ Student Body  │  │ Departments      │  │ Volunteers    │
│               │  │ Heads of Departments│ │               │
└───────────────┘  └──────────────────┘  └───────────────┘
```

Educational and non-educational Staff

Cornerstone operates by staff of WEC mission workers called to training people in cross cultural mission ministry or staff seconded to WEC from other mission agencies. Staff members do not receive a salary but are supported by their churches and support groups.

The college is led by a leadership team: Principal and Academic Dean, and an elected member of staff representing the staff body. The staff and leadership team are accountable to the Cornerstone Board. The Principal is appointed by the board. All three positions are approved by the staff and the board.

The organisation operates with 11 educational staff, 13 non-educational staff (most of whom have small teaching load and are involved in mentoring, placements supervision), and 18 visiting lecturers). For security reasons, only some of the staff are listed on the website. Their roles include work in communication, IT, library, academic administration, property, catering and finance.

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

Cornerstone's budget is developed by staff and approved by the board annually. The actual income and expenditure are monitored on a monthly basis. An external accountant prepares the annual financial statements including a review of the bookkeeping. The School does not carry any debt.

The budget size for 2022 is EUR 256.000. In the past five years the budget has been between EUR 228.000 and EUR 257.000, which demonstrates that the budget has changed no more than 12%. Due to lower student numbers and the present energy crisis in Europe, an adjusted budget is being planned for the following fiscal year.

Programmes and Delivery Modes

As illustrated above in section B, the School offers two programmes;

1. EQF Level 5 (Short Cycle-Partial) – Certificate in Intercultural Studies –60 ECTS;
2. EQF Level 5 (Short Cycle) – Diploma in Intercultural Studies –120 ECTS

Both programmes are delivered on site.

Student numbers

Year	First Years	Second Years	Total Students	Visiting Lecturers	Educational Staff	Non-Educational Staff/resident volunteers
2018-2019	29	16	45	18	12	12
2019-2020	16	23	39	18	12	13
2020-2021	22	9	31	20	11	12
2021-2022	20	20	40	19	12	17
2022-2023	13	9	22	18	11	13

How the School prepared for the review

The self-evaluation process for this review started in 2017, following the last ECTE visit to the School. A task force with four faculty members was set in place to address the recommendations of the VET team. They also collected feedback, evaluated and suggested improvements in various areas – particularly at an academic level.

The C-SER presented to ECTE was initiated in September 2021. An Accreditation Committee formed by the Leadership Team members was established with the intent to focus on the report. As a result of initial

conversations, sub-teams and designated staff members have been involved in looking into the Standards and Guidelines related to their area of work and expertise. All staff members were given access to the report and were encouraged to provide feedback as part of the Cornerstone self-assessment.

The first stage of the report (September-December 2021) provided the team with further understanding of what the report and accreditation process entail, made provision for a plan to be set in writing and the division of responsibilities. From February-June 2022 the first draft of the report was produced by different team members, which has been edited by the Cornerstone Accreditation Committee. The third and final phase involved updating supporting documentation, analysing data to highlight weaknesses and strengths and re-visiting areas that required further attention (September-November 2022).

Language: Cornerstone operates in English.

D. FINDINGS OF THE REVIEW

Description of the extent of the review

Although located in the Dutch context, in a small village in The Netherlands, Cornerstone Centre for Intercultural Studies[2] is a multicultural community and the training focus explores this aspect.

Cornerstone offers two programmes for accreditation by ECTE. This report relates to a Cyclical Self-Evaluation process.

Programmes: EQF Level 5 (Short Cycle-Partial) – Certificate in Intercultural Studies –60 ECTS; and EQF Level 5 (Short Cycle) – Diploma in Intercultural Studies –120 ECTS.

The School satisfactorily operates at the EQF 5 partial and EQF 5 level and aligns its programme and course learning outcomes with the respective graduate profiles and with the ECTE and European Qualifications Framework for Higher Education. Although there are two programmes under review, all comments in section B relate to both programmes as they are offered on EQF Level 5

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.
Previous requirements or recommendations: None	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER A.1. examination of ancillary documents, in particular, **A.1 – Identity and Purpose** A.1 Core of WEC - English.pdf A.1 List of current Cornerstone Board Members - Nov 2022.pdf A.1 Practice of WEC - English.pdf A.1 Printed Flyer.pdf A.1 Prospectus 2023-24.pdf
Analysis	Cornerstone clearly identifies as a tertiary-level cross-cultural educational institution, that is theologically aligned with its parent

---

[2] Cornerstone's name registered with Dutch authorities, for marketing purposes 'Cornerstone Bible College for Mission Training' is used.

| | institution WEC, striving to provide biblical grounding in all their modules. Students, staff and faculty are in agreement with the stated Statement of faith and model faith-based values in their lives. Cornerstone explicitly endorses ECTE values and displays these in their programmes.

Cornerstone has a legal and fiscal status in compliance with the local laws and regulations and aligns its operation along legal requirements of the country. The School has a detailed budget, clear financial guidelines for staff, visiting faculty and students. Accountability lines are in place; there is 110.000 euros continuality reserve to ensure continued operations for 6 months without regular income.

Academic terminology and nomenclature are used within the national framework and there is a clear understanding that ECTE accreditation does not serve national degree recognition purposes even though ECTE affiliation and accreditation has provided some benefits for Cornerstone's operations and acceptance within the Netherlands.

The School has a clear vision, mission and values (many of which overlap with ECTE values) which are regularly reviewed following agreed procedures involving internal and external stakeholders. Vision and mission reflect the identity of the institution and guide strategic planning.

Public information, print and digital, is well designed, accessible, up to date and adequate in quality and quantity. Online and print materials provide transparent and clear information to applicants, students, external stakeholders. Handbooks for students, faculty and staff are available. Virtual Open days are conducted 3 times per year, the School also offers a 'Cornerstone experience' for potential applicants.

The SER and website / public facing documentation clearly and transparently reflects Cornerstone's status as APHE. The School has also signed the Dutch Code of Conduct for International students in HE that emphasises the need for comprehensive, accessible and unambiguous information. |
|---|---|
| Commendations, recommendations, requirements | A1.4 Commendation: for providing clear and transparent information to applicants, students, and external stakeholders. In particular, the VET noted that Cornerstone provides a clear and transparent statement on its website / public facing documentation of its status as an APHE and what that means. |
| Panel conclusion | Full Compliance |

Standard A.2 - Governance and Quality Assurance

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Standards examined	A.2.1 Governance, A.2.2 Leadership and Management, A.2.3 Decision-making structures, A.2.4 strategic planning, A.2.5 Internal Quality Assurance procedures, A.2.6 Cyclical External Quality Assurance
Previous requirements or recommendations: None	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER A.2. examination of ancillary documents, in particular, **A.2 – Governance and Quality Assurance** A.2 Board Composition and Function agreement - 2014.pdf A.2 By-laws of Stichting WEC Nederland.pdf A.2 Cornerstone SRC.pdf A.2 Cornerstone staff selection process.pdf A.2 Crisis Management Plan - Oct. 2022.pdf A.2 Data Protection Policy Cornerstone.pdf A.2 Dates & Presence at Board Meetings from 2017 to 2022.pdf A.2 Departments & Roles 2022_23.pdf A.2 Diagram of structural organization for oversight of Cornerstone.pdf A.2 Honorarium Guest Lecturers.pdf A.2 Job description examples 2022_23.pdf A.2 MTC Advisory Handbook.pdf A.2 Plan - Faculty 2022-24.xlsx A.2 Plan - Finances.pdf A.2 Plan - Promotions 2022-24.xlsx A.2 SRC Manual.pdf A.2 Sections of the Principles of WEC which pertain to Missionary Training Colleges.docx A.2 Steps for review of Cornerstone Mission and Vision.pdf A.2 Strategic Plan 2022 and beyond.docx
Analysis	Overall, an appropriate governance structure is in place at Cornerstone. Governance is provided by WEC Nederland (the legally accountable body for Cornerstone in the Netherlands) and WEC International (the organisational body to which Cornerstone belongs). Those involved understand the distinctive nature of

theological education within WEC and also the particular vision and mission of Cornerstone.

Reflecting the flat organisational structure that characterises WEC, leadership participate fully in the board meetings. The lines of responsibility have been delineated between the Board and the Cornerstone leadership ('A2 Board composition and function agreement'). The leadership team has a voice, but no vote. If any issues arise that are linked to one or all members of the leadership team, they do not attend the board meeting.

Decisions are generally taken by consensus at Cornerstone. This is reflective of an internal culture that values flat organisational and leadership structure. This organisational culture is manifested in both the board-leadership relationship, and in the leadership-staff relationship.

The Board and leadership articulated clear lines of accountability between leadership/management and governance. Along with that, members of the Board are onsite throughout the year in addition to their normal twice per year meetings, teaching classes and/or providing member care for WEC personnel. The Board is actively involved in guiding leadership.

Both in documentation and in discussions with students, staff, and faculty, it is clear that decision making is a community responsibility. Leadership can take decisions that go against consensus, but this rarely happens in practice. When it does, it is due to special/confidential information and related to the protection of privacy rights.

Student governance structures are in place and active. Students shared examples of their evaluations and input shaping decisions and changes in both organisational and programme considerations.

Cornerstone offered evidence of strategic planning in the form of a strategic planning document that lists various strategic focus areas in relation to the institution's vision and mission (A2. Strategic Plan 2022 and beyond). This planning document also displays a SWOT analysis. Further documents submitted manifest this strategic plan with more detail related to faculty (A2 Faculty), institutional marketing/development (A2 Promotions), finances (A2 Finances), and facilities energy planning (A5 Energy Project Planning; A6 Investment Proposal). Both in documents and in conversation with leadership and Board, the VET found evidence of multiple stakeholder input to this strategic planning.

Recently, a quality assurance officer role was delineated and a staff member assigned to this role. The VET highlights this development as an example of good practice among ECTE institutions. The person in this role can help facilitate the management and ownership of internal quality assurance policies and practices throughout the institution.

	That being the case, the VET was not able to find evidence of an overall quality assurance policy for the institution that synthesises the various departmental policies, practices, and processes, and which is formalized and made public. The VET did note that producing such a policy is a part of Cornerstone Faculty's plans (A2 Plan - Faculty, r16).
	Cornerstone has been involved in cyclical external assessment through ECTE since 2003. The institution also receives a review every 5 years from the Missionary Training College Advisory Committee (MAC) from WEC International. The MAC assessment provides external assistance and input on missions-specific particularities in Cornerstone's organisation and academic programmes.
Commendations, recommendations, requirements	**2 Recommendations** A2.1 Recommendation: that the accountability of the executive leadership to the Cornerstone Board be further clarified in policy and practice. (Rationale as to why this was a recommendation rather than a requirement: While the VET did not find evidence of dysfunction in Cornerstone's current practice, the ECTE standard maintains that lines of responsibility between governance and executive leadership/management should be clearly delineated. This is not intended to distance the close working relationship of the Board and Leadership, but rather to ensure appropriate accountability in situations of crisis or succession.) A2.5 Recommendation: that Cornerstone synthesise its various internal quality assurance practices and procedures in a unified policy with clear guidelines for quality assurance, which can be made public. (Rationale as to why this was a recommendation rather than a requirement: The VET observed evidence throughout a variety of policies, practices, and processes at Cornerstone that internal quality assurance is prioritised and takes place. This was evident in every department, and demonstrated that leadership promotes a culture of integrity, self-assessment, self-improvement, and quality development.)
Panel conclusion	Substantial Compliance

Standard A.3 - Human Resources

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

Standards examined	A.3.1 Human Resources; A.3.2 Non-Educational Staff; A.3.3 Educational Staff; A.3.4 HR Policies and procedures.

Previous requirements or recommendations: That more faculty be recruited to better facilitate a realistic workload and ongoing faculty upgrading and research That a comprehensive faculty development plan be worked out and included in the strategic plan	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER A.3 examination of ancillary documents, in particular, **A.3 – Human Resources** 📄 A.3 Cornerstone Child Protection and Safeguarding Policy.pdf 📄 A.3 Examples of courses offered WEC platforms.pdf 📄 A.3 Honorarium Guest Lecturers.pdf 📊 A.3 Names and last degree earned of Guest Lecturers.xlsx 📊 A.3 Names and last degree earned of staff.xlsx 📄 A.3 Staff Handbook.pdf 📄 A.3 Timetable 2022-23.pdf 📄 A.3 WEC Annual Review Form.docx
Analysis	Cornerstone values its human resources, selects them very carefully to fit in skills, knowledge and attitudes for the expected purposes (WEC-association, cross-cultural experience, mission-mindedness) and engages both educational and non-educational staff in the educational process and the formation of students. Staff protection policies are in place through a very detailed Staff handbook and the Safeguarding policy and there are clear review and member care arrangements. The School has some diversity among staff and faculty in its cross-cultural setting and is aware of the need to include other ethnic and national representatives amongst faculty for a well-rounded preparation of cross-cultural ministers. The School has been able to address the workload concerns from 2017 cyclical review, and is taking steps to diversify the teaching staff. Dutch government visa restrictions have been an obstacle to sponsoring guest visas in previous years, but this restriction may be changing. The School has a clear and transparent process for staff recruitment, conditions of employment and life on campus which is described in detail in the Staff Handbook. Non-educational staff are also partly involved in classroom teaching, mentoring and ministry outreach and so selection of staff includes a person's qualifications, cross-cultural and ministry experience, attention is paid to spiritual maturity and Christlikeness. Because of some teaching and mentoring involvement non-educational staff are challenged to

	continuously develop intellectually and spiritually and are encouraged to seek professional development.
	Staff are cared for by WEC Nederland as well as by WEC of their own country; there are annual reviews with the Cornerstone Principal (the HR person) that include discussions on workloads and professional development goals. Conditions of employment comply with NL laws.
	Educational staff are adequately qualified academically, are spiritually mature and demonstrate Christian character; they are in good standing with WEC and are members of local evangelical communities where they are also involved in ministry. Faculty is involved in the mentoring process and actively participate in community life and worship of the School; they are culturally and linguistically adapted to the English-speaking context of the institution.
	The faculty continues to discuss a unified educational philosophy and has included in the Strategic plan its written formulation as a coherent document (see B.3.1.). The extensive Faculty manual delineates the Curriculum, Programme and Course Learning outcomes, Adult learning principles, Appeal processes. The faculty is involved in a curriculum review in their teaching areas and open to experiment and improve teaching methods for better student learning.
	Cornerstone provides various professional development opportunities (in-house and external training) and encourages faculty members to seek out more opportunities. There is a detailed Professional Development plan for faculty, this responds to a recommendation from the previous VET visit. The question of workload is addressed to the satisfaction of the faculty.
	The School has transparent and fair processes and policies for recruitment (adopted from and in close collaboration with the parent institution WEC), for employee care, for financial implications (salaries and fees), home leave and study leave, fees and remuneration for visiting lecturers.
Commendations, recommendations, requirements	None
Panel conclusion	Full Compliance

Standard A.4 - Community and Context

INSTITUTIONS DISPLAY HEALTHY COMMUNITY DYNAMICS IN ACTIVE RESPONSE TO CONTEXT

Standards examined	A.4.1 Learning Community; A.4.2 Stakeholder Community; A.4.3 Civil Community; A.4.4 Communication.
Previous requirements or recommendations: None	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER A.4 examination of ancillary documents, in particular, - B.A-M.A Pathways - Strategic Plan 2022-2026 - Promotional material - Website - Handbooks - The School's VLE
Analysis	Cornerstone is an intentional community and considers living and learning together as a core component of their educational approach, that helps shape each other spiritually and in character, in dedication to mission and to caring for people. Both faculty and students engage in care groups, in common meals, worship and prayer, in social activities and in weekly engagement in ministry. Suitable facilities and equipment support the development of healthy relationships and a balanced community life. Graduate employment is facilitated through WEC and other organisations and Cornerstone is engaged in maintaining strong relations with alumni. Ethical codes and disciplinary regulations are outlined in the College handbook with clear indications of confidential advisors and with strategies for pastoral care, conflict resolution and disciplinary procedures. Cornerstone engages in extensive work with external stakeholders such as alumni, supporting churches and ministry organisations as well as donors, not least because they, by principle, do not engage in active soliciting of funds and therefore rely on stakeholders for support. Regular communication and sharing of information, consultation and building trust and credibility, good relationships and collaboration with potential/future employers of graduates is considered very important. There is an alumni database and a programme in place by which alumni remain in contact and informed, share their prayer concerns and return for reunions.

| | There are relationships and Memorandums of Understanding (MoU's) with other theological institutions that would accept Cornerstone graduates for continuing studies (see document on BA-MA Pathways) and there is an awareness and efforts to expand the number of such relationships. Cornerstone engages with academic and professional communities for inviting guest lecturers.

The School is deeply engaged with the local and global cultures and contexts through its international faculty, students, stakeholders, alumni and aligns its theological reflection and teaching accordingly.

Though less embedded in the local Dutch culture due to the nature of the institution, much work takes place to build trust and relationships within the local civil and religious community. Students and faculty are involved in ministries during the week in the village and the wider region.

The School is deeply aware of the importance of constant clear transparent communication, in oral, written and digital formats, due to their cross-cultural context. There are well developed handbooks, promotional materials, newsletters, a well-developed website. A strategic plan 2022-2026 has been set up for PR and communication with detailed specifications of agents, actions and timelines.

Other communication venues, such as Intranet, Signal and VLE as well as a well-designed website, effective presence on social media and mission-related conferences/activities, are used for internal and external communication.

In an intentional way, the intercultural setting provides a key component of the distinctive learning outcomes of the programmes at Cornerstone. This environment is aimed at fostering students' sensitivity and competence in negotiating cultural differences. |
|---|---|
| Commendations, recommendations, requirements | A4 Commendation: For intentionally cultivating a diverse community of learning in which students develop intercultural competence by living and learning together in an intercultural setting. |
| Panel conclusion | Full Compliance |

Standard A.5 - Educational Resources

INSTITUTIONS HAVE EDUCATIONAL RESOURCES THAT SUPPORT THEIR MISSION AND STRATEGY

Standards examined	A.5.1 Student services; A.5.2 Study facilities; A.5.3 Library/Learning Resource Centres; A.5.4 Information management; A.5.5 Information Technology; A.5.6 Virtual Learning Environment and Educational Resources.
Previous requirements or recommendations: That policy and criteria should be clarified for the special access cases. That existing plans are supplemented by various other inputs to form a more comprehensive development plan for the library.	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER A.5, examination of ancillary documents, in particular, **A.5 Educational resources** A.5 BA_MA Pathways 2022_being updated.pdf A.5 Energy Project Planning Chart.pdf A.5 Finished projects 2022-03-23.pdf A.5 IT usage rules 2022-23.pdf A.5 Library Report 2022.pdf A.5 Started and pending projects 2022-03-23.pdf A.5 Student Course Evaluation.docx
Analysis	Student services - from application stage to after graduation - are readily available and adequate and fit for purpose. Some help is provided by faculty and by mentors. There is a willingness to negotiate the recovering of class work and making up of credits missed for objective reasons. There is also a parents' programme to include both spouses in studies. Policies are in place for special access students, which responds to a recommendation from the previous VET visit. There is also a clear procedure for the recognition of prior learning. Study facilities deserve special attention in a residential programme and Cornerstone's Building and Maintenance committee continuously works on improving these. Buildings, furnishings, security systems and IT provisions for educational, living and food services facilities follow Dutch standards and regulations. Student accommodation is simple and adequate, with more space given to EQF level 5 students (diploma). A detailed strategic plan with special attention to energy concerns is in place and is implemented as funds are available.

| | The School is aware of accessibility requirements and considers each individual case.

The library is located in a spacious bright recently renovated facility. There is sufficient user workspace (some of it is still in development). There are sufficient relevant holdings for the theological orientation and for the EQF5 (short cycle) learning level, including discipline-specific periodicals. The librarian has theological as well as some library training and provides reference to students as well as faculty. Issues for future library development are partly mapped out in the Library report and match the institutional budget.

Students and faculty have access to an Intranet library catalogue, open access digital resources and the extensive digital collections of the Dutch Royal library (annual fee applies).

Various kinds of assessment and evaluation data are collected in the Dean's office and a quality assurance officer has recently been appointed to streamline their collection and improve their analysis. Overviews of compiled data are presented to and discussed with the relevant groups - faculty, students, staff, other stakeholders. The QA officer is aware of the need to plan follow-up activities for an effective utilisation of collected data for evidence-based decision making.

A Data protection policy is in place.

Appropriate record-keeping, print and digital, is in place and includes secure collection and storage of evaluation results, transcripts, reports of students. Interviews with graduates take place and there is encouragement for further informal contact with alumni.
Varied and useful Information technology is available for academic and administrative purposes, which is serviced by an experienced and qualified IT-manager who also provides support to students, staff and faculty with the help of some trained students. Policies guide its deployment for the benefit of the institution; security risks and data protection best practices are taken into account. Cornerstone is in the process of increased adoption of software collaboration tools.

Even though Cornerstone is a residential School, it utilises Moodle for each class, basically for storing course contents/resources, assignment submission, for collecting grades and course evaluations. Faculty receive support in designing courses. |
|---|---|
| Commendations, recommendations, requirements | None |
| Panel conclusion | Full Compliance |

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.
Previous requirements or recommendations: None	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, bookkeeper, staff and students of the School.

Within Evidence of Compliance cell:

Meetings with leaders, faculty, stakeholders, bookkeeper, staff and students of the School.
SER A.6, examination of ancillary documents, in particular,
A.6 Finances and sustainability
A.6 Finance Notes for Board meeting autumn 2022.pdf
A.6 Financial Policy.pdf
A.6 Finance Report for Board Meeting Spring 2022.pdf
A.6 Financial report 2021 Stichting WEC Nederland - external accountant.pdf
A.6 Handbook Cornerstone Bookkeeper.pdf
A.6 Investment Proposal Energy Project.pdf
A.6 Overview income and expenditures 2017-2021.pdf
A.6 Project list September 2022.pdf
A.6 Staff changes in the last 5 years.docx
A.6 Students enrolment 2016-2022 without surnames.pdf
A.6 Surplus calculation September.pdf
A.6 Use of budgets September.pdf

Although A.7 is not part of this cyclical Review, the School submitted the following documents
A.7 Quality Assurance of programmes
A.7 Curriculum Review Process Cornerstone.pdf
A.7 Summary - Stakeholders questionnaire.pdf

Analysis	Financial planning is conducted in alignment with WEC's theology of mission and policy of not directly asking for donations. Cornerstone does publicise its needs to the network and can plan based on previous experience for how to meet future expenses. They maintain healthy reserves and carry no debt, so are sustainably positioned with regard to finances.

In the short- and mid-term, the primary financial challenge has been negotiating the energy crisis being felt across Europe due to the Russian war on Ukraine. Various strategies have been considered and are being implemented to reduce the impact of high energy prices on Cornerstone's budget.

Financial systems, policies, and procedures are efficient, straightforward, and fit for purpose and needs of the School.

	The Leadership Team have made sound decisions to mitigate impact of the energy crisis on the School through cost saving/efficiency initiatives, future greening projects (PV generation proposal). At the same time, the institution is flexible and open to any option that might facilitate continued operations.
	All full-time staff and faculty are members of WEC, or on secondment from other organisations. Therefore, full-time staff and faculty do not receive salary from Cornerstone. The reasonableness of staff and faculty salaries is, therefore, the responsibility of the respective sending organisations.
	Student fees are transparent and public, and give due consideration to operational expenses of Cornerstone and the financial ability of students. Fees are set by the Board and have been raised to keep up with inflation.
	Cornerstone engages in fundraising following the approach of its parent organisation. As such, funding is not solicited actively through fundraising campaigns. But needs are actively made known through transparent communication about projects and special needs through regular updates to its network. The School also maintains a direct donation link on its website through which donors can designate gifts for the School.
	Donors receive notes of gratitude from the School.
Commendations, recommendations, requirements	None
Panel conclusion	Full Compliance

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.
Previous requirements or recommendations: That the process of "defragmentation" in the curriculum continue to be explored (Certificate & Diploma)	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER B.1, examination of ancillary documents, in particular, **B.1 - Holistic integration** ◻ B.1 End of Year Interview with leavers.doc ◻ B.1 Internship Manual 2022-2023.pdf ◻ B.1 Personal Growth Manual.pdf ◻ B.1 Spring Mission Manual 2022-2023.pdf ◻ B.1 Syllabi.pdf
Analysis	In response to a Recommendation from the previous visit, Cornerstone has engaged in a process of 'defragmentation' and holistic consolidation of separate modules into coherent courses and an integrated curriculum. All course and programme components are now linked to learning outcomes and learning activities. Beside academically-focused elements, spiritual and character formation through courses, mentoring and communal living also receive due attention. Non-theological areas, such as Communication, General education, Interpersonal skills, are also reflected upon theologically. The institution provides daily activities in their programme that foster spiritual formation: Worship time/ chapel, prayer days with student participation; emphasis on prayer from staff/ faculty/ board; prayer rooms that students can freely use; mentoring and care groups are also part of spiritual formation (students have mentioned the importance of them in their spiritual journey).

	Additionally, staff/faculty focus on the experience of the community. Staff/ faculty and students are living together and students are witnessing their daily lives.
	Students are required to participate weekly in a ministry and encouragement to participate in local churches.
	Character education is included both within the formal learning plan and in the hidden curriculum of community life and service within Cornerstone. There are several modules that provide students with theoretical knowledge and practical skills related to character development. Students' character formation is also a part of the mentoring program (group and individual meetings).
	Students develop critical thinking, research and life-learning skills as appropriate in EQF Level 5 programmes. All academic learning activities are mapped into the curriculum, assessed and calculated in terms of ECTS.
	The VET confirms both in documentation and through anecdotal evidence the significant learning that takes place via weekly practical ministry experience and the annual cross-cultural internship placements. These learning opportunities are formalised, following ECTE's nomenclature, appropriately assessed, given credit, and included in total calculation of ECTS credits.
	With that, the VET also heard the ongoing challenge of the heavy workload that students feel, and which the academic leadership acknowledges. As a part of students' living arrangements on campus, all are required to contribute to community life through kitchen duty, cooking, cleaning, repairs, etc on rotating assignments. These duties provide an important source of intercultural work experience as students participate and contribute to the Cornerstone community but also to financial overhead, including reasonable student fees. Currently, these duties are not assigned credit, but rather are a part of the hidden curriculum of the School.
	The VET affirmed to the academic leadership that these work duties could provide an opportunity for further credit to be given for practical learning that is already taking place, if they are combined with some form of theoretical / theological reflection thus giving students credit where it is due. Furthermore, the more generic competences that make up Cornerstone's programme learning outcomes are indeed supported and enhanced by this practical service.
	The institution provides personal mentoring (faculty/staff meet with a student) where students are kept accountable, helped in problem-solving, mapping their personal lives and in conflict resolution. Mentors can change in the second year, but this can also happen sooner upon request by student. During their meetings they discuss progress of their studies. Another form of mentoring is care groups,

	where the faculty/ staff meets every two weeks with their respective group of students.
	Learning in the mentoring programme is a part of the formal learning plan, and as such is assessed, given credit and included in the total calculation of ECTS credits.
	Currently, there is no process for evaluating mentors or allowing students/mentees to provide anonymised feedback on their mentors.
Commendations, recommendations, requirements	B1.5 Recommendation: that the School explores further ways of assigning credit for work-based learning/experiential learning already taking place.
Panel conclusion	Substantial Compliance

Standard B.2 - Curriculum Development

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

Standards examined	B.2.1 Design and approval processes; B.2.2 Outcomes and fitness for purpose; B.2.3 Curricula, Module descriptors and learning activities; B.2.4 Graduate profiles; B.2.5 Content, level, feasibility and progression; B.2.6 Credit allocation and duration; B.2.7 Content; B.2.8 Monitoring processes.
Previous requirements or recommendations: That an overall graduate profile and programme profile (inclusive programme level learning outcomes) be included in the strategic plan to be approved by the board and included also in the student guide and the faculty manual (also valid for Certificate). That outcomes and courses in the 2nd year (Diploma) more clearly reflect a progression compared to the ones in the first year (Certificate).	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER B.2, examination of ancillary documents, in particular, **B.2 - Curriculum Development** ▯ B.2 Example Module Info BIB 204-2 - Exegesis Psalms.pdf ▯ B.2 Example Module Info COM 233 Cultural Anthropology 2022-23.pdf ▯ B.2 Example Module Info COM 251 Development Issues 2022-2023.pdf ▯ B.2 Example Module Info THE 107-1 IntroTheology 1 - 2022-23.pdf

	📄 B.2 Example Module_Info COM 107_1.1 Intercultural Communication.pdf 📄 B.2 Peer review guidelines & list 2022-23.docx
Analysis	Programmes have been developed after consultation with the faculty members, other stakeholders and the students' feedback and suggestions. There are clear and transparent approval and regular evaluation processes. Changes have been made according to the students' needs (ex. Study Week has been removed and study hours have been set up through the week or changes on classes schedule.) The qualification resulting from a programme is communicated through their website. Students are aware of what Diploma and Certificate stand for. Programme outcomes are in place for both programmes. They are guided by the School's 'triangle of training' (being, knowing and doing) and determine curricular maps, module learning activities and assessment that fit the purpose of providing 'comprehensive biblical, theological, and intercultural mission training for inter-denominational students'. A theologically coherent, creative and focused curriculum, informed by recent adult learning theories, is in place for each programme. Extensive syllabi, developed in collaboration with the teaching faculty and bringing together the previous stand-alone modules, describe all necessary elements and include all credit-bearing learning activities. The triangle of learning outcomes, assessment and varied learning activities, that make use of available technologies and are designed to be fit for purpose, is aligned. Conversations are underway to better avoid content duplication. The VET noted evidence in practice and in supporting documentation that significant progress has been made by Cornerstone from the 2017 Cyclical Review to find ways to further defragment the curriculum. In response to a recommendation from a previous VET visit, the School has engaged in extensive and excellent work in developing a clear graduate profile for each programme, revising it based on stakeholder input, and implementing it to guide course and program revisions (SER, p.38). The School has various internal quality assurance processes that involve staff, students, alumni and other stakeholders. Monitoring of effective teaching processes and student progression is part of course evaluations and half-yearly study reviews by students, peer evaluations by faculty members, mentoring processes. Cornerstone

| | has clearly demonstrated an openness toward regular programme reviews with analysis that result in changes and adaptation.

Module contents are suitable for biblical and theological studies. Credit in both professionally oriented programmes is given for structured practical training - local ministry, internships, mission trips.

In response to a recommendation from a previous VET visit, programmes, modules and the hidden curriculum now clearly reflect progression and sequencing.

Concerns have been raised on the workload for students when following the programme as it is set in the given time, and conversations are underway to enable a feasible completion; venues are available for students to make up missed credits.

Both programmes are calculated in ECTS for transparency and comparability. ECTS are awarded for all learning activities, policies are in place for prior learning and for alternative access routes as well as for the calculation of ECTS for non-formal and informal learning. The School is aware of and uses the ICETE degree comparability table.

Several modules address relevance of and engagement with context; the need for appropriateness of context is evident for faculty, staff and students through daily living and learning in an intercultural context and through close relations to graduates in ministry positions and visiting missionary speakers from various mission organisations. Both programmes aim to prepare graduates to serve in mission-related vocations in various social and cultural contexts.

This ability to creatively respond was also demonstrated in Cornerstone's response to the COVID-19 pandemic as a community. The limitations of lockdowns and physical distancing forced the institution to devise flexible approaches to teaching and learning, and to supporting the residential community, lessons that have opened possibilities for considering education in various modalities in the coming years. While this review was not mandated with assessing those plans, the VET does want to note the flexibility and learning that the community demonstrated through the challenges of the past few years. |
|---|---|
| Commendations, recommendations, requirements | (overall) Curriculum Development B2 - Commendation: the institution has responded systematically and creatively to the recommendations from the 2017 Cyclical Review and demonstrates substantial development throughout its programmes. |
| Panel conclusion | Full Compliance |

Standard B.3 - Learning, Teaching and Assessment

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

Standards examined	B.3.1 Educational philosophy and adult pedagogy; B.3.2 Student centred learning and teaching and assessment; B.3.3 Module design and delivery; B.3.4 Variety; B.3.5 Delivery feedback; B.3.6 Assessment.
Previous requirements or recommendations: That the normal study programme will be worked out with 60 ECTS (per year). That the process of "defragmentation" in the curriculum continue to be explored (Cert. & Diploma)	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER B.3, examination of ancillary documents, in particular, **B.3. Learning, Teaching and assessment** 📄 B.3 Faculty Self-Evaluation Form.docx 📄 B.3 Full Results Graduates survey - 2018-2022.pdf 📄 B.3 Summary Graduates survey - 2018-2022.pdf
Analysis	VET noted (as is stated in SER) that there does not appear to be a single document with the philosophy of education stated. That said, there are several documents that include elements of educational philosophy. Additionally, faculty demonstrated an understanding of adult pedagogy principles and articulated elements of a philosophy of education when asked. Furthermore, the VET noted both in the SER and in the strategic planning documents (A2 Faculty, r15) that Cornerstone intends to write a comprehensive philosophy of education that synthesises what is being done. Student Handbook and video orientation and guidance are helpful to students to know the exact expectations from teachers. Majority of Cornerstone students have English as their second language. For this reason, alternatives for assignments are given to the students. All students have sufficed level of English to write in English – minimum of 6.0 IELTS Academic. If they struggle with language, Cornerstones offers help and tutoring, but students must submit work in English, even when the teacher speaks their mother tongue. Other examples are that, instead of essays, students are allowed to produce a video or write a poem/song, or perform a drama when it is part of the design of the course. Class teaching is adjusted to the student's needs. This includes a variety of teaching styles, use of visuals, drama or storytelling. There are opportunities for students to discuss further about the lectures outside of class, during lunch, or in personal meetings.

	Courses with sensitive topics are communicated to mentors so that they can have further discussions on a personal level or help understand any tension that may have been caused.
	Cornerstone is committed to residential in person delivery and designs its modules accordingly with VLE support. The School clearly demonstrates creativity and adaptability, for example in adjusting the course timetable in response to student feedback. Attention is paid to accessibility, quality, cost and scalability.
	Academic leadership has experimented with different course delivery timetables in response to student feedback. The willingness to experiment and seek feedback on how learning is delivered is an excellent example of internal quality assurance that incorporates student input.
	The School is attentive to the introduction of varied and effective teaching methodologies (professional development training seminar) and the inclusion of different learning styles and linguistic and sociological backgrounds of students. A variety of assessment methods is used, according to Syllabi and SER.
	Cornerstone frequently collects feedback from students and stakeholders (alumni, mission sending organisations) on the outcomes of its educational program, and informs its programme review based on the information gathered through this feedback. Overall, there is a robust delivery feedback process.
	Across the programmes, assessment is used as a formative learning activity. Assessment criteria are made clear in syllabi and in documentation and a unified grading scheme (Faculty Manual 11.2 'Marking Guidelines') has been implemented across modules.
	The VET detected in the talk of some faculty that while this uniform marking guideline is mostly helpful, there are some courses (mentoring, spiritual formation) and types of learning activities for which the marking guidelines are unwieldy. The VET discussed with faculty and academic leadership that ECTE's standards allow for and encourage the use of a variety of marking strategies, so that the School may decide to use pass/fail or less granular grading schemes to mark students' achievement in particular courses or learning activities.
	The appeals procedure is well designed, accessible, and clear.
Commendations, recommendations, requirements	**1 Recommendation; 1 Commendation** B3.1 Recommendation: that Cornerstone finalise an overall Philosophy of Education using the collaborative process they have delineated for doing so. B3.3 Commendation: for demonstrating creative flexibility in course delivery that seeks to be attentive to student feedback.
Panel conclusion	Substantial Compliance

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.
Previous requirements or recommendations: None	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER B.4, examination of ancillary documents, in particular, **B.4 - Student admission, progression, recognition and certification** 🗎 B.4 Application Form.pdf 🗎 B.4 Diploma supplement.pdf 🗎 B.4 Dutch Code of Conduct 2022.pdf 🗎 B.4 Entry Requirements and Application procedure.pdf 🗎 B.4 Example Cornerstone Diploma.pdf 🗎 B.4 Example ECTE Certificate.pdf 🗎 B.4 Example transcript.pdf 🗎 B.4 Explanation of the Transcript.pdf
Analysis	Admission procedures have been modernised to be clear and fit-for-purpose. Changes have been made so the procedure can be easier and faster for applicants and referees. Application forms and a clear candidate profile are found on the Cornerstone website. Personal contact of the applicant is followed up through Admissions and a Zoom interview with two staff members. When the application is complete, staff is asked to prayerfully consider and decide about each applicant. Main factors for the application approval are age, devoted Christian life, mission-calling and a match of the student profile with the Cornerstone mission. Cornerstone has progression regulations between their two programmes which that are clear, public and fit-for-purpose for the two offered programmes. Processes and tools are in place to collect, monitor and act on information on student progression. The School also takes into account student mobility beyond Cornerstone into further education. The School has policies in place for the recognition of limited (2 ECTS) documented prior learning as well as non-formal and informal learning. There have not been many cases of such recognition so far, possibly because of the nature of the tight and focused programmes in intercultural studies. Graduation requirements are communicated clearly to students, through the Student handbook at the time of admission.

	The School has purposefully included a final research paper instead of a final exam to develop student research and writing skills and allow for better educational mobility.
	Certification documentation includes the diploma or certificate, the transcript (including information on data provided), the ECTE certificate and a Diploma Supplement, which includes essential data (student identity, date of completion, level of degree, word 'merit' depending on the grade).
Commendations, recommendations, requirements	None
Panel conclusion	Full 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.
Previous requirements or recommendations: That the normal study programme will be worked out with 60 ECTS	
Evidence of Compliance	Meetings with leaders, faculty, stakeholders, staff and students of the School. SER B.5, examination of ancillary documents, in particular, **B.5 Qualification nomenclature** 📄 B.5 Legal status NL - in Dutch - Confirmation register IBG 2013.pdf
Analysis	The School uses in external and internal communication the proper qualification nomenclature and how the awarded qualifications compare to national and international standards. The School defines all expected student workload in ECTS in clear alignment with the European Framework and with the ECTE Certification Framework. The concern from a previous VET visit is this way resolved. The ICETE Qualification Comparability Framework is used for reference.
Commendations, recommendations, requirements	None
Panel conclusion	Full Compliance

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

1. Public Information - A1.4

   Commendation: for providing clear and transparent information to applicants, students, and external stakeholders. In particular, the VET noted that Cornerstone provides a clear and transparent statement on its website / public facing documentation of its status as an APHE and what that means.

2. Community in Context - A4

   Commendation: for intentionally cultivating a diverse community of learning in which students develop intercultural competence by living and learning together in an intercultural setting.

3. Curriculum Development - B2

   Commendation: the institution has responded systematically and creatively to the recommendations from the 2017 Cyclical Review and demonstrates substantial development throughout its programmes.

4. Module design and delivery - B3.3

   Commendation: for demonstrating creative flexibility in course delivery that seeks to be attentive to student feedback.

SUMMARY OF RECOMMENDATIONS

Recommendations

1. Governance - A2.1

   Recommendation: that the accountability of the executive leadership to the Cornerstone Board be further clarified in policy and practice.

2. Internal QA policies and procedures - A2.5

   Recommendation: that Cornerstone synthesise its various internal quality assurance practices and procedures in a unified policy with clear guidelines for quality assurance, and which can be made public.

3. Practical Training - B1.5

   Recommendation: that Cornerstone explores further ways of assigning credit for work-based learning/experiential learning already taking place.

4. Educational Philosophy - B3.1

   Recommendation: that Cornerstone finalise an overall Philosophy of Education using the collaborative process they have delineated for doing so.

SUMMARY OF REQUIREMENTS

No requirements

IN CONCLUSION

The visitation team recommends to the ECTE Accreditation Commission that Cornerstone be judged to be in compliance with the *Standards and Guidelines* of the ECTE in both institutional and programme areas **without requirements.**

The team recommends to the ECTE Accreditation Commission granting (re-)accreditation with the relevant recommendations listed above, monitored through the annual reporting processes of ECTE.

Work on the relevant recommendations listed above will be monitored through the annual reporting processes of ECTE.

The visitation team would like to record their gratitude to Cornerstone 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 Cornerstone for their excellence and commitment in following their calling.

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

The visitation team.

Signed:

Katharina Penner (Team Leader),
Dr. Caleb Hutcherson
Irini Panteliou (Student Representative),
Grace Al-Zoughbi (Review Secretary)

March 2023

Visitation Schedule

	Time	Regular activities	VET activity	Place
Day 1 (1st Feb - Wednesday)	7.15-7.45	Breakfast	Breakfast	Dining Room
	7.45-8.30		VET-Team briefing	CT Studd Lounge
	8.30-9.00	Chapel	Chapel - VET is introduced to staff and students	Chapel
	9.05-9.45	Class	2 members join 1st year 1 member joins 2nd year	Classroom 1 and 3
	9.50-10.40	Class	Meeting with Cornerstone's Leadership Team (Scot Fogle, Tiago Fonseca and Nina Welsby)	CT Studd Lounge
	10.45-11.00	Coffee break	Coffee break in community	Coffee lounge
	11.00-12.35	Class	Meet faculty members	CT Studd Lounge
	12.40-1.15	Lunch time	Lunch in community	Dining Room
	1.15-2.00		Break	
	2.00-2.45		Student VET meets SRC - Student Representative Council at 1.45pm Other VET members meet Cornerstone Board (on Zoom)	Classroom 2 CT Studd Lounge
	2.45-3.45		A tour of the institution's facilities, including administrative offices, student accommodation, recreation rooms, and library etc.	Nina will lead the tour.
	3.45-4.00	Coffee break	Coffee in a local cafe, and brief tour around the local community	We can drive or bike there.
	4.00-5.00			

	5.00-6.00		VET Debriefing	CT Studd lounge
	6.00-6.30		Dinner	Dining Room
Day 2 (2nd Feb - Thursday)	7.15-7.45	Breakfast	Breakfast	Dining Room
	7.45-9.00	8.30 Optional Prayer	VET-Team briefing	CT Studd Lounge
	9.05-9.45	Class	Meet non-educational staff, VET 1: Finance (Marion), VET 2+3: building and maintenance, household, guest services, cook, etc.	Finance: Admin Office Others: CT Studd Lounge
	9.50-10.40	Class	VET 2: Meet the librarian VET 1+3: Meet mentoring coordinator: Conni and Jens Auer	Library CT Studd Lounge
	10.45-11.00	Coffee break	Coffee break in community	Coffee lounge
	11.00-12.35	Class	11:00 - VET 1: Meet IT (Olivier), VET 2: Placements coord. (Gea), VET 3: Ministry Coord. (Benj) 11:45 - VET 1: HR (Scot and Nina), VET 2: Data Protection, QA officer, VET 3: Admissions (Lizzie) and Registrar (Nina, after Lizzie is finished)	CT Studd Lounge
	12.40-1.15	Lunch time	Lunch in community	Dining Room
	1.15-2.00		Break	
	2.00-2.45		Student VET meets Alumni - on Zoom Other VET members meet Academic Dean and Assistant Dean	
	2.45-3.45			
	3.45-4.00	Coffee break	Coffee break (in community or just as VET)	
	4.00-5.00		VET Debriefing	CT Studd lounge
	5.00-6.00		VET Debriefing	CT Studd lounge
	6.00-6.30	Dinner	Dinner with LT	

	Time		Activity	Location
Day 3 (3rd Feb - Friday)	7.15-7.45	Breakfast	Breakfast	Dining Room
	8.30-9.00	Chapel	Chapel	Chapel
	9.05 - 12.40		Reserved for follow-up conversations as needed and Time for finalising the report	CT Studd Lounge
	12.40-1.15	Lunch time	Lunch in community	Dining Room
	1.15-2.00		Break	
	2.00-3.45		Time for finalising report	
	3.45-4.00	Coffee break	Coffee break as a VET	CT Studd Lounge
	4.00-5.00		Sharing Conclusions with leadership team	
	5.00-6.00			
	6.00-6.30		Dinner	Dining Room