REVIEW REPORT

Oxford Centre for Religious and Public Life (OCRPL)
Related to a visit for initial institutional and programme accreditation
October 3-6, 2022

ECTE

European Council for
Theological Education

INDEX

A. EXECUTIVE SUMMARY

Oxford Centre for Religious and Public Life (OCRPL) is an Alternative Provider of theological education. The purpose of this review is for the initial accreditation of the institution and programme accreditation for three programmes offered through the OCRPL department named "The Shepherd's Academy" (TSA). The review is based on the European Council for Theological Education (ECTE)'s current *Standards and Guidelines*, in the form of an institutional and concept programme review. The programmes are in line with the relevant frameworks of higher education: the EQF (European Qualifications Framework) and QF-EHEA (Qualifications Framework for the European Higher Education Area). The EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS) is named 'Certificate'. The EQF 5 (Short Cycle) programme (120 ECTS) is named 'Diploma'. The EQF level 6 (First Cycle) programme (180 ECTS) is named 'Bachelor in Theology'. OCRPL confirms that they are not using protected degree nomenclature in the United Kingdom.

This report relates to a process, including an online site visit, for the purpose of accrediting the institution (OCRPL) in Pewsey, Whiltshire, and three programmes of the Shepherd's Academy (TSA). It finds the school generally excellent in planning to achieve its intentions in theological education, suggests to the ECTE Council 5 special commendations among other comments on good practice, 8 recommendations and 6 requirements prior to accreditation.

B. INTRODUCTION TO THE REVIEW

OCRPL and its undergraduate department, TSA, is seeking accreditation with ECTE for the first time. Although this department called "The Shepherd's Academy" is new and officially started in 2021, the process started in 2020 with several consultations – face to face and through Zoom, and by developing various courses for the EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS), The EQF 5 (Short Cycle) programme (120 ECTS) and the EQF level 6 (First Cycle) programme (180 ECTS).

The SER process has given the school the opportunity to go through manuals and documents produced in 2020-2021 as a self-evaluation on how OCRPL is providing theological education. In the encouraging words of the school: 'This process has been a humbling and healthy experience to see how we could fulfil our vision and mandate to equip all God's people for the work of Christian Service (Ephesians 4:12).' SER p.4

OCRPL applied for ECTE Institutional accreditation in 2021 and a site visit was arranged for the 13th to 17th of December 2021, however the visit did not materialise. OCRPL received the following communication in December 2021 recommending:

> OCRPL is a very worthy organisation seeking to conduct theological education for the world-wide church and its leadership. However, we do not think that we have sufficient information presented, or structured, in the way that would make a visit at this time worthwhile.

Programmes

The programmes included in this Concept Accreditation review are:

Name in the language of delivery as advertised	ECTS-Points	QF-EHEA Cycle	EQF/ISCED Level	ICETE-level	Delivery mode
Certificate	60 ECTS	Short Cycle (intermediate)	Level 5 (partial)	Certificate	blended
Diploma	120 ECTS	Short Cycle	Level 5	Diploma	blended
Bachelors	180 ECTS	First Cycle	Level 6	Bachelor	blended

The Visiting team

The review was authorised by the ECTE Accreditation Director Carmen Crouse on 6 April 2022. It was conducted by a Visitation Evaluation Team (VET) put together by the Review Secretary. The team consisted of peer experts, a student VET member and the Review Secretary, viz;

> Dr. Marcel Macelaru, Team Leader
> Dr. Caleb Hutcherson, Team Member
> Wolfgang Pfau, DMin (CIU)Team Member
> Mr. Nathanael Hampp, Student Representative
> Mrs. Grace Al-Zoughbi, Review Secretary (RS)

Visit arrangements

The SER was written in English in a professional manner following the template set out in the ECTE protocol for writing a SER which can be found in the Supplemental Guidelines for Producing Self-Evaluation Reports. It addressed each area of the relevant standards competently and comprehensively. Other supporting documents were also well constructed and helpful.

The Standards and Guidelines form the basis of this report along with the protocol for online visit. Since delivery of the programmes included online elements, the ECTE Guidelines for Online and Distance Education also applied.

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

1. The RS paid a courtesy visit to OCRPL offices in Pewsey, Wiltshire on August 3rd.
2. The RS sent the SER, accompanying documents, and all previous correspondence with the school, to all VET members using Google Drive links.
3. VET members communicated the results of their initial reading of the documents to the team leader and RS via email.
4. A Zoom meeting room was set up for the VET.
5. The Internal Review Co-ordinator (IRC) of the school was identified. He received a copy of the online visit protocol and set up a Zoom room for the main meetings.
6. A Viber group was set up internally for the VET members for fast communication.

7. In conjunction with the VET leader, the IRC organised and agreed to a programme for the visit.
8. A request for additional documents was sent to the IRC and were received in a prompt manner.
9. An initial pre-visit meeting of the VET took place.
10. 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, the RS and the AD, 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 staff for the online visit as was the RS during the courtesy visit. The school provided all online 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 reflected positive development in many areas. The review took place over four days. The online visit began synchronously on Monday morning 3th October and concluded with meetings Thursday evening 6th October. It followed a modified version of the schedule proposed in the protocol for online visits.

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. The team had various meetings with stake holders that included:[1]

- Leadership of OCRPL
- Staff members
- Faculty
- OCRPL Board members
- Quality Assurance officer
- Finance Officer
- Academic Dean
- Students

- Person responsible for student formation
- Community deans
- Church leaders
- Alumni
- People responsible for practicum
- Placement and internship leaders
- Employers

---

[1] Please see addendum 1 for the full schedule.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution and Programmes

The Oxford Centre for Religion and Public Life is an international research and training institute based in the UK. Founded in 2005, it exists to advance the education and understanding of religion in public life, in particular the contribution of religion to the proper governance of people. OCRPL describes itself as an institution with conservative beliefs and strong evangelical faith. Their aim, clearly evident in the review visit, is to equip Christian leaders in the suffering church across the world with students from various denominations, nationalities, cultural and social backgrounds. Their mission is to equip religious communities (Christian), particularly in the non-western world, in their Public Witness through research in public policy and its relation to religion and through training in research, advocacy and engagement in the public sphere.

OCRPL is registered in Oxford, UK but has its main admin office in Pewsey, Wiltshire, with online support from Cape Town, South Africa and Bangalore and India.

The SER sought to demonstrate that OCRPL and its undergraduate and continuation departments (also known as TSA) programmes match the Standards and Guidelines for ECTE accreditation (SG-ECTE) – regarding both the institutional standards and the programme standards. This includes the EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS) is named 'Certificate', the EQF 5 (Short Cycle) programm-e (120 ECTS) is named 'Diploma', the EQF level 6 (First Cycle) programme (180 ECTS) is named 'Bachelor in Theology'. Since the new programmes that are part of the review have aspects that are not yet assessable (i.e., no graduates, not all courses designed and delivered), the Guidelines for Concept Accreditation[2] apply.

These programmes have been designed for grassroots church leaders in the Global South and their diaspora. Given the high numbers of untrained church leaders in the Global South, OCRPL's intention is to design and deliver a programme which provides practical, transformative, biblically-centred, robust ministry training which addresses the contextual needs and challenges of these leaders, and equips them to faithfully and effectively serve their churches and communities.

The school launched the programmes in June 2021 and currently has 97 registered students. The students are progressing through the programme in cohorts typically grouped by locality. No students have yet graduated from any of the programmes.

---

[2] http://ecte.eu/wp-content/uploads/2022/04/Guidelines-for-Concept-Accreditation.pdf

Mission statement

VISION STATEMENT

The vision of OCRPL is to be a higher education institution and provide educational services and research support to Christians and to further the charitable objectives of higher education of the organisation by engaging in related programmes and activities.

This Vision Statement provides an indication and inspiration of what is focused on achieving in the long run. For OCRPL's objectives and purposes and its approach to achieving these, please refer to OCRPL's Mission Statement.

MISSION STATEMENT

Our goal is to strengthen Christian individuals, churches and their communities by providing educational material, higher education programmes and opportunities, and spiritual support.

We do this by making their needs known to Christians around the world, by encouraging prayer and financial giving in support of these brothers and sisters in Christ, working with existing local Christian organisations, and by speaking on their behalf.

OCRPL channels this aid from donors to the needy recipients with minimum overheads. All gifts are monitored to ensure they are used in line with the stated need.

To fulfil the mission and vision of OCRPL the following activities are being undertaken.

1. PhD Programme to develop faculty and church leaders for the churches in the global south.
2. MTh Programme to develop faculty and trainers for Islam and Christian engagement in African and Asian contexts.
3. MA to be developed for Christian leaders in churches and organisations who otherwise do not have access to theological education because of their contexts.
4. Bachelor of Theology, Diploma in Theology and Certificate in Theology[3] for the many untrained pastors, lay leaders and Christian leaders working in non-governmental organisations.

History

OCRPL is an educational arm of Barnabas Aid (BA), called Barnabas Academia.

OCRPL was founded in 2010 by Dr Vinay Samuel with Dr Chris Sugden as a think tank, holding consultations and publishing studies with theological and mission leaders in the Global South. Building on their previous 25 years of experience in founding and developing the PhD and Masters programmes of the Oxford Centre for Mission Studies with British Universities, they developed an educational programme with a Church Denomination in South Africa which led to the development of a PhD programme with Stellenbosch University in 2017 and with Pretoria University in 2019.

OCRPL works as a relational organisation between the University, and churches/theological institutions of the Global South. OCRPL provides training to the churches in the Global South, particularly to those Christians who are marginalised and persecuted in various parts of the world. OCRPL links with universities in the Global South able to provide their facilities and courses at far less cost than universities in the West.

---

[3] This is the terminology used by the school.

OCRPL seeks to provide training to Christian leaders and theologians in the Global South, particularly among those Christians who suffer as a minority or even as the majority in some countries in Africa with Muslim communities. This is to develop leadership among Christians to better strategically understand and critically engage with Islam and thus develop a positive relationship with Muslims at all levels in their communities and countries. (Adapted from SER p. 10).

Facilities

OCRPL has its offices in Pewsey Wiltshire from which some of the UK based staff operate. The offices are spacious and adequate for the educational purpose of OCRPL. TSA study centres serve as extensions of TSA in different countries.

OCRPL has a library called the Institute for the Study of Islam and Christianity (ISIC) that offers online theological resources on the subject of Religious Studies. It is a private library: only for members who have successfully applied and been accepted. To utilise this, one must be a faculty member or a postgraduate at Masters/PhD level. All students have access to this library once they are admitted into the school's programmes. The students can ask for reading material through the librarian who works with them on providing what they require.

The library provides access to its secure online catalogue that lists over 104,000 physical resources and a collection of 17,000 online articles, which include a special collection of documents: *Dhimmitude and Judaism under Islam*. A more detailed description of the library can be found here. https://www.gildlearning.com/isic-library/.

Additionally, OCRPL facilities include a small chapel and a gym.

Governance

There is a clear governance structure at OCRPL as the organisational chart shows.
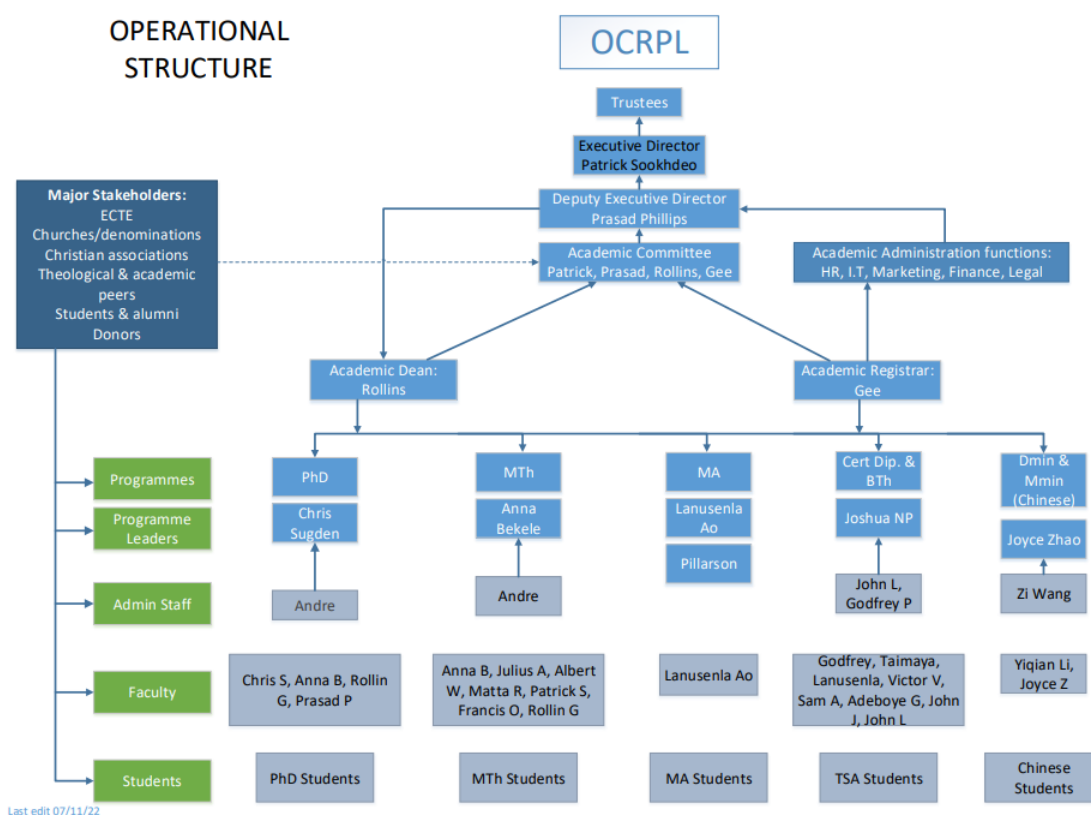
Educational and non-educational Staff

Educational staff at OCRPL understand and accept the institution's educational philosophy and are adequately qualified and spiritually mature. Below is a table with the number of the OCRPL faculty and staff.

	2018	2019	2020	2021	2022
Full time faculty	3	6	9	18	20
Staff	1	3	4	4	7
Total	**4**	**9**	**13**	**22**	**27**
TSA Tutors (Part – Time)	-	-	-	11	18
MA Tutors (Part – Time)	-	-	-	-	5
PhD/ MTh Adjunct Faculty or Supervisors (Part-time)	3	5	7	7	5
Total Part Time Faculty	**3**	**5**	**7**	**18**	**28**

Names and qualifications of faculty and tutors, backgrounds, roles and specialisations were also provided in the supporting documents.

Budget

- OCRPL's Budget is a total £540,000 per annum.
- The school possesses balanced budgets for the last three years. Accounts are externally audited.
- Main source of funding comes through a grant from Nexcus International.
- OCRPL is a properly audited charity according to UK charity law. The auditors are King Loose & Co: St John's House, 5 South Parade, Summertown, Oxford OX2 7JL.
- More details can be found in the Charity website. The current balance sheet value is £ 32,000. Income and expenses for the last five years are as follows.[4]

	2017	**2018**	**2019**	**2020**	**2021**
Income	£ 34,904	£ 120,069	£ 93,276	£ 260,315	£ 490,146
Expenses	£ -47,665	£ -98,935	£ -76,526	£ -244,158	£ -518,982
Annual result	£ -12,761	£ 21,134	£ 16,750	£ 16,157	£ -28,836

Programmes and Delivery Modes

Overview of Programme

The Shepherd's Academy has three programmes for which the school is seeking accreditation. They are: The EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS) named 'Certificate in Theology', the EQF 5 (Short Cycle) programme (120 ECTS) named 'Diploma in Theology', the EQF level 6 (First Cycle) programme (180 ECTS) named 'Bachelor in Theology'.

Programme Delivery

All programmes are delivered online. This ensures feasibility for church leaders who cannot afford to attend a residential programme, whether because of time or finances.

TSA courses are hosted on a Moodle-based online Learning Management System (LMS).

Programme Design

Learners complete modules in five key subject areas or clusters, identified as essential for ministry training by a consortium of Christian leaders and educators from the Global South in 2019. Every learner has different requirements. As such, TSA offers a nested programme that flows at three progressive levels. A learner moves from achieving credits for an EQF 5-Partial (Short Cycle-Partial) programme to an EQF 5 (Short Cycle) programme, and finally, is able to achieve an EQF level 6 (First Cycle) programme.

---

[4] The deficit shown in the balance sheet (see below) is because some of the fees for PhD and MTh students admitted in South African universities are paid only at the end of the South African academic year which is December, while UK accounting period ends in May. This is being identified and addressed by OCRPL.

The online learning is made up of three key features:

1. Online self-study material: Instead of lectures, learners read online self-study lessons for each week, complete activities embedded in the self-study material, and engage in online discussions.

2. Online Tutorial on location: Following the online discussion and self-study material, learners attend a weekly tutorial with other learners. These tutorials are led by a trained tutor. These peer-to-peer discussions are meant to encourage critical and self-reflective thinking. They are an opportunity for learners to discuss the content with others, ask questions, and apply and reflect on what they have learnt.

3. Online Assessments: TSA courses have different kinds of assessments designed around the learning outcomes for the course and programme. These are completed online and aim to encourage practical action and reflection. (Summary from SER pp.14-15)

Study Centres or Extension Centres

The Shepherd's Academy seeks to work with existing institutions, networks, and churches to deliver blended and online training programmes that address the gaps in theological training for grassroots Christian leaders, especially in online theological education. TSA is developing several relationships with institutions in key locations. In doing so, it is seeking to build the capacity of the church and institutions in three ways.

1. Providing affordable theological education to those who ordinarily do not have access in a seminary or Bible college context.
2. Helping the institution or church to provide online theological education.
3. Training and building the capacity of students and tutors in online theological education (SER, p.15)

The TSA study centres can be classified according to ECTE's terminology as extension centres. These centres are coordinated by OCRPL – TSA and are located in different parts of the world.

Student numbers

- The number of students has been increasing over the years simultaneously with the school offering an increasing number of programmes. As such, a total of 300 students at least is expected by June 2023.
- The following table shows the active students according to the school's records. The school indicates that there are a few students who have taken a break and are inactive during the academic year the SER was being written.

	PhD	D Min	MTh	M Min	MA	TSA	Non-Formal Students
2018 - 2019	22	-	-	-	-	-	
2019 – 2020	26	-	-	-	-	-	
2020 – 2021	30	-	15	-	-	-	25
2021 – 2022	39	3	25	7	-	89	45
2022 – 2023	42*	3	35*	7	(10)+	97	25 (300)+
Grand Total						**184**	**95 Completed**

* 1 MTh student and 3 PhD students graduated last year./+ Currently applied but not fully enrolled into the course yet.

	The 'Bachelors' programme comparable to an EQF level 6 (First Cycle) and ISCED Level 6 (180 ECTS) with a view to accreditation:		
	Entering	Total number	Graduating
2022	82 (58/24F)	82 (58/24F)	NA
TOTAL	82		

	The 'Diploma' programme comparable to an EQF 5 (Short Cycle) programme (120 ECTS).		
	Entering	Total number	Graduating
2022	11 (5F/6M)	11 (5F/6M)	NA
TOTAL	11		

	The 'Certificate' programme comparable to an EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS).		
	Entering	Total number	Graduating
2022	2 (1 M/1 F)	2 (1 M/1 F)	NA
TOTAL	2		

How the school prepared for the review

The OCRPL Academic Committee is responsible for all accreditation matters within OCRPL. For ECTE accreditation, the Deputy Executive Director alongside the TSA Programme Leader were given the primary role to produce this report and present it to the Academic Committee for final approval.

The process then started at three levels. First, the team visited the various documents that had been produced for the programme through several hours of deliberations. The entire leadership was then involved during this process. And lastly, additional help, as indicated below, was sought when necessary.

OCRPL Trustees

SER Approval - OCRPL Academic Committee

- Executive Director, OCRPL
- Deputy Executive Director, Former Programme Leader of TSA
- Academic Dean, OCRPL
- Academic Registrar, OCRPL
- Treasurer, OCRPL

SER Drafting Group

- TSA Programme Leader
- Deputy Executive Director, Former Programme Leader of TSA.
- Academic Registrar, OCRPL
- Compliance Officer

SER Supporting Group

- TSA Registrar
- PhD and MTh Programme Administrator
- Compliance Officer
- IT Support
- LMS Support
- Librarian
- Quality Assurance for Online Theological Education.

Select Students, Tutors and Partners.

D. FINDINGS OF THE REVIEW

Description of the extent of the review

This report relates to a Review of the Certificate, Diploma and Bachelor programmes in line with the relevant frameworks of higher education (QF-EHEA). The EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS) is named 'Certificate in Theology'. The EQF 5 (Short Cycle) programme (120 ECTS) is named 'Diploma in Theology'. The EQF level 6 (First Cycle) programme (180 ECTS) is named 'Bachelor in Theology'.

There are three programmes examined in this review. They are examined as one unit made up of three programmes, but will be distinguished as necessary in the comments. The Concept Accreditation applied to all three programmes since none have students who have graduated yet.

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.
Evidence of Compliance	SER A.1. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● Affiliate Statement of Faith ● Written and published Vision and Mission Statements ● OCRPL and TSA Website ● Approved budgets
Analysis	A1.1 OCRPL has a clearly defined evangelical identity. There is a clearly formulated statement of faith (https://ocrpl.org/about/statement-of-faith/). This is reflected in the mission and vision statements, as well as in the decision-making processes. The faculty integrates the statement of faith in the teaching process. Students and stakeholders have access to the statement of faith and the core values adopted by OCRPL. A1.2 OCRPL receives legal support via a lawyer retained by Barnabas Aid. OCRPL has legal status within the UK as a registered charity organisation (1139185) providing training and education, support services, and undertaking research. OCRPL is registered in Oxford, but the main administrative office and library facilities are located in Pewsey, Wiltshire. OCRPL does not own land or property. The Shepherds Academy houses the undergraduate programmes and has regional study centres in India, Kenya, South Africa, and Sri Lanka. Within these regional study centres, various roles are performed to run the programme for that region (administration, tutoring). Through MoUs with local organisations, legal obligations are met in each country where a study centre is maintained and where local tutors and administrative staff receive remuneration. The budget submitted by OCRPL reflects income and expenses for all programmes and thus includes but is not limited to the programmes for which OCRPL has sought accreditation with ECTE. OCRPL understands that ECTE accreditation does not serve as a national degree recognition, but as a comparability tool and a quality assurance process. A.1.3 OCRPL has a clear vision and mission statement. The VET found evidence in both documentation and in staff reflections that

	the vision and mission of OCRPL is clear, and clearly articulated by leadership. The budget matches the vision and mission of OCRPL. The vision and mission of OCRPL are reviewed and updated periodically.
	A.1.4 The VET found evidence on both the OCRPL and TSA websites of information about their institutional identity, activities, and programmes that was accurate and accessible. The information was available in English.
	Programme specific information was also available that conveyed the nature of the programmes under review and related programme learning outcomes.
	Some information was not readily available, for example how transfer of credit might be accepted by OCRPL, pass rates, student retention data. While student retention data is not yet available due to the fact that the programmes under review have not yet run a full cycle, the rest of the information can be provided even at this stage.
	Further clarity is needed regarding public communication about the nature of the qualification with reference to the European context, but perhaps also with reference to the diverse contexts in which the programmes are being offered (India, Kenya, Sri Lanka, South Africa, and other countries). Furthermore, it is important to specify the status (recognised, not recognised, etc) of the programmes in these local contexts.
	Particularly, it is important to ensure that the qualification nomenclature used in public-facing information is appropriate in context and does not breach protected terminology, nor that any relationship is implied with any nationally accredited UK-University in the OCRPL's communication of its TSA programme.
	It has been suggested that the school would be more intentional in integrating information about TSA as part of the information about the centre so that the identity of TSA as an educational programme is clarified.
	OCRPL is a well-established evangelical institution, with clear and well-defined mission and vision. It has a clear legal stance and fiscal status. All pertinent information about OCRPL is available through the institution's website.
Commendations, recommendations, requirements	**A1.1 (Identity) - Commendation:** All OCRPL programmes and activities reflect the stated evangelical identity of the institution. **A1.4 (Public Information) - Recommendation:** That OCRPL consider ways of developing the TSA website to include further information about the programme, learning outcomes, connectivity requirements, assessment procedures, pass rates, etc. (see standard). This needs to be revisited once the programme has run a full cycle.

Panel conclusion	Substantially Compliant

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
Evidence of Compliance	SER A.2. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● E10. TSA Quality Assurance Policy on Course Development ● OCRPL & TSA Organisational Structure ● OCRPL Strategic Plan
Analysis	*A.2.1 S&G p.9 "Institutions have appropriate institutional governance that represents stakeholders and constitutes the body to which executive leadership is accountable. Effective governance is in place to preserve and protect the institutions' identity and purpose, ensure the necessary means to accomplish the institutions' mission, intervene in institutional crises and leadership succession and to clearly delineate lines of responsibility between board governance, executive management and delegated authority."* Overall, OCRPL governance (Trustees) evidences stability and sustainability. The ECTE standard defines appropriate institutional governance as clearly delineating executive leadership from board governance, such that executive leadership is accountable to the governance body. However, the VET noted that 2 of the 6 trustees also provide executive level leadership/ academic leadership within OCRPL along with other operational roles. Yet the VET could not find any policy in the provided documentation guiding this mixture of roles from potential conflict-of-interest-situations. A.2.2 OCRPL management structure is clearly defined (see the organigram) and each person within the team has clearly defined roles and responsibilities. The leadership style is informed by Christian values and the care for the community is evident at all levels. A.2.3 S&G p9 *"Institutions provide opportunities for faculty, staff and student participation in decision-making as regards to both community life and academic programmes as appropriate to cultural contexts and to good practice in their national higher education settings.* *Student government structures are in place. The governance and leadership structures also provide space for active participation and*

	input of external stakeholders, including potential employers, alumni, donors and churches."
	Overall, faculty and staff appear to have opportunities to participate in decision-making related to community life and academic programmes. There does not yet appear to be a structure for student governance within the TSA programmes; although the VET acknowledges that these programmes are still quite new. The VET also did not see evidence of mechanisms or processes for input from external stakeholders, although they did notice that graduate alumni from OCRPL seem to be well involved in the life of OCRPL.
	As such, the VET found that opportunities for student participation in decision-making related to community life and academic programmes appeared not to be formalised or planned. While there is a course evaluation form which students use to give feedback, expanding student participation would be indicative of further student-centred learning design.
	A.2.4 The VET found evidence of clear planning and forward thinking. The VET located an overall strategic plan in the documents presented by OCRPL. The SER also states that OCRPL has begun to develop a 5-10 year strategic plan.
	A.2.5 There was evidence of significant internal QA policy (E10) that focuses on course development and review. This is exemplary. The team witnessed leadership promoting an internal culture of integrity, self-improvement, and quality. In various handbook documents, further policies promote quality assurance.
	Collecting input from students appears to happen primarily through course evaluations. Overall, as the programme is still in development, the VET seeks here to encourage OCRPL to continue in the good work they are doing to promote quality assurance throughout its TSA programmes.
	A.2.6 OCRPL has requested this initial review and is committed to engaging regularly in external quality assurance, including via ECTE.
Commendations, recommendations, requirements	**A2.5 (Internal QA policies and procedures) – Commendation**: for a rigorous course development and launching process and procedure that draws on a diversity of expertise for developing each individual course.
	A2.1 (Governance) – Requirement: that OCRPL more clearly delineate and distinguish lines of responsibility between governance and executive leadership/management along with other roles such as programme director/faculty member.
	A2.3a (Decision making structures) Requirement: that governance and leadership structures formalise the provision of space for active participation of external stakeholders.
	A2.3b (Decision making structures) Requirement: that Student government structures are in place*. [ex. "that a plan be devised to*

	develop a structure that fulfills the functions of a student government in terms of student organisation and input"]
	A2.3c (Decision making structures) Recommendation: That OCRPL identify and implement opportunities for regular student input in decision-making related to academic programmes and community life.
	A2.5: Requirement: That OCRPL develops a formal and public general policy for internal quality assurance as described in the ECTE guideline A2.5
Panel conclusion	Non-Compliant

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.
Evidence of Compliance	SER A.3. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: - OCRPL Faculty - TSA tutor CV - TSA Tutor Handbook August 2022 - TSA Collaborators Handbook April 2021 - OCRPL Staff Handbook A5 May 2020 - E15. TSA Sample Cluster Report May 2022 - TSAACM Minutes 2022-07-07 - E13. TSA Registrar Duties and Responsibilities
Analysis	A.3.1 Overall, compliance is demonstrated here. OCRPL is well resourced and sufficiently equipped to carry out the purposes of the programmes. The staff handbook (OCRPL staff handbook A5) is well developed, and draws on years of experience from Barnabas Aid, the parent organisation of OCRPL. Across the institution and the programmes under review in their global expression, there is evidence of sensitivity to gender, diversity, and national representation. There were no staff complaints related to their workload.
	That said, the Academic Dean recognised the need to employ more faculty in various teaching roles as the programmes under review develop and are implemented.
	A.3.2 Full compliance with both the S&G, as well as DE/OE guidelines. There is sufficient staff with expertise in technology and distance education to support the programmes well. There are

	provisions for an administrative role/function in the extension centres ("study centres"). The UK office is supported and run by a combination of OCRPL staff, as well as specialists provided by Barnabas Aid, which owns the property in which OCRPL is housed. A.3.3 Compliance is generally good here: it is the case that "Educational staff understand and accept the institution's educational philosophy and are adequately qualified, spiritually mature and demonstrate Christian character". Highly motivated, open team ethos, open to change and self-critique. The programme uses a variety of educational staff as course writers, course reviewers, cluster leaders (overseeing 5 main topics), regional coordinators, and tutors. A.3.4 Overall, there is full compliance in terms of HR policies and procedures. OCRPL continues to develop and formalise written policies related to remuneration and job/role expectations for the various faculty and staff roles/functions. Overall, there is a significant support system in place that makes things run well. The organisational structure is complexified by the global nature of OCRPL and the programmes under review, such that tutors receive remuneration based on national averages in their country of service, whereas staff of OCRPL (faculty, support staff) are employed by OCRPL in the UK.
Commendations, recommendations, requirements	**A3.3 (Educational staff) - Commendation**: The educational staff demonstrated a high level of commitment to students' character and spiritual formation alongside cognitive formation and are passionate about online teaching and learning.
Panel conclusion	Full Compliance

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.
Evidence of Compliance	SER A.4. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● Syllabi ● Moodle Platform ● Sample Cluster Report ● Pastoral care provision ● Module information ● Fee schedules ● OCRPL staff handbook
Analysis	A.4.1 Most learning is happening virtually. Students form a community in cohorts, meeting regularly with a tutor - mostly also virtually, only some meet physically. It was expressed by students that these meetings are very valuable and encouraging. Students also expressed that they find it easy to approach tutors. A.4.2 The VET heard reports from the leadership and Trustees of the importance of partnerships and relationships with external stakeholders. To some degree this was evident through the involvement of OCRPL alumni (graduate programmes) as tutors, course designers, writers, etc. for the programmes under review. As well, OCRPL engages in a number of partnerships with local TE providers in the various contexts in which it operates. There was some discussion about distinguishing stakeholders who are donors from stakeholders who are constituents / beneficiaries of TSA programmes. A.4.3 Since each student is in a different location with a different civil community, there is no joint embedment in it. Still the SER states that "the programme intends to empower and equip the learners towards public engagement" (page 4). A.4.4 All staff have organisational email addresses, as well as devices (Laptops and Mobile Phones). Communication with the students goes via Moodle and WhatsApp. Students expressed that they experience the communication with tutors as well as support staff as approachable and helpful. Students are familiar with whom to contact and how to do so when needed. A policy with guidelines for ethically appropriate communication is included in the OCRPL Staff Handbook (chapter 5).
Panel conclusion	Full Compliance

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.
Evidence of Compliance	SER A.5. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● TSA Students' Table ● Student and tutor access to TSA's Moodle. ● Library holdings (physical) ● IT strategy ● Information management processes ● Student support staff
Analysis	A.5.1 A special platform is about to be introduced (SIS = "Student Information Service") where students have access to a wide range of information and support. A.5.2 Moodle as LMS is the main platform for study facilities. It is well introduced to new students through a special course called "Study and research skills" (STS1), which introduces the foundational skills for basic learning, including the use of the Moodle. A.5.3 VET was told that students in the programmes under review have access to an online-library, but the VET could not verify this (the SER says that only postgraduate students have access to ISIC). The VET was also unable to locate or access library resources through the LMS (Moodle). Some students expressed that they lack access to reference resources. A.5.4 Moodle and SIS are appropriate platforms to manage the information about students and their learning progress. A.5.5 Staff are well-equipped with IT devices. Students can access the learning platform with mobile devices, extension centres are supported with laptops - special funding is available for this. VET was told that backups are run daily and kept offline on a separate server. A.5.6 Moodle as the Learning platform (accessible via browser and mobile app) as well as qualified staff for technical, student and faculty support are in place.
Commendations, recommendations, requirements	**A.5.3. (Library / learning resources) - Recommendation**: OCRPL explores ways in which they can provide access for students of the programmes under review to a virtual library, appropriate to the level and language of the students.

Panel conclusion	Substantial Compliance

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 A.6. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● OCRPL Financial Statements 2016-2017/2017-2018/2018-2019 (all externally audited) ● OCRPL signed accounts 2021 ● MoA OCRPL
Analysis	A.6.1 OCRPL provided evidence of sufficient financial resources, primarily due to the partnership with Barnabas Aid. The document "MoA OCRPL.pdf" is the agreement with Christian Relief International / Barnabas Fund for their financial support to OCRPL. A.6.2 The book-keeping of OCRPL is audited by an external tax accountant before submission to the UK government (SER p. 24). OCRPL board of directors reviews the yearly financial reports and approves an annual budget based on anticipated income and expenses for the upcoming fiscal year. A.6.3 In theory and on paper, the VET observed practices that support sustainability. The financial design of the programmes under review appears to be conducive to scalability so that study centres support themselves as the programme grows. Workloads seemed to be acceptable and sustainable to staff who were asked, though they admitted that it has been a fast-paced sprint to start-up and develop the programmes under review. With the newness of the programmes, it is difficult for this department of OCRPL to directly assess its sustainability. Given the sustainability/stability of OCRPL, the VET can infer that similar planning and administration will guide the programmes under review. A.6.4 Staff and faculty salaries, social security, pensions and fringe benefits are declared in each person's written work contract. Student fees are declared in the Prospectus available on the department's website. Student fees are approved by the Senior Leadership Team. Fee income is applied to the regional study centre expenses to include honorariums of tutors. A.6.5 OCRPL is funded through a grant from Nexcus International.
No commendations, recommendations, requirements	

Panel conclusion	Full Compliance

Standards relating to the programmes

Standard B1: B.1 - Holistic Integration

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

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	SER B.1. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● E1. Student Handbook > Summary of Programmes > Certificate in Theology > Outcomes > Personal Growth. ● E2. TSA learning design for spiritual and character formation ● E4. TSA Syllabus > Programme Subject Clusters ● E4. TSA Syllabus > CTE7 Christian in the Public Space I & II Theology of Transformation and Development. ● Learning materials ● TSA Graduate Profile; ● E5. TSA Certificate Programme Curriculum Map. ● BCC1 A Survey of the Bible: God's Salvation Story > Learning outcomes).
Analysis	B.1. 1 Clear evidence for the integration of academically-focused learning with competence-oriented learning appears throughout the documentation provided by OCRPL, and was affirmed in the VET members' meetings with educational staff, leadership, and trustees. Overall programme design supports integration. B.1.2 Spiritual formation is a major part of their philosophy of Training, which is reflected in various documents, e.g. E2: TSA Learning Design for Spiritual and Character Formation. This is reflected in the content of the courses. Because online learning has very limited ability to foster spiritual fellowship, it is already ensured at the point of application that all students are embedded in a Christian fellowship / church locally, not only as visitors, but involved actively in ministry and responsibility and accountability. A lengthy discussion took place about ideas around formation, community and pastoral care. This showed that this topic is very present in leadership and staff. The issue was discussed how to get feedback about spiritual and character development of students from local partners without intruding into the personal life of

students - Programme leaders seem to be aware of the difference between supporting and regulating students.

B.1.3 OCRPL has included character education outcomes throughout the programmes under review. Tutors monitor achievement of these outcomes. The tutorial sessions are intended to provide a context where character formation can be modelled.

B.1.4 The academic catalogue (or public information or student handbook) describes the expected academic achievements on all three levels in the form of learning outcomes, assessments and requirements.

SER states that the "programmes maintain a progressive approach to learning through utilizing Bloom's taxonomy." Accordingly, they state a different level of academic learning for each of the three course levels:

- The EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS)*: basic research and interpretation for understanding, application and reflection.*

- The EQF 5 (Short Cycle) programme (120 ECTS)*: analysis, evaluation and engagement in contextual reflection and application*

- The EQF level 6 (First Cycle) programme (180 ECTS)*: critical and analytical skills, creation of contextual responses and engagement in critical reflection.*

So far only courses from EQF 5 Partial level are available (or have been made available to the VET), which focus mainly on understanding and reproducing knowledge.

It will be important to observe how the design of courses on EQF level 5 and 6 will promote the achievement of the higher levels of the Bloom's taxonomy like creation, analysis and critical evaluation.

B.1.5 While the curriculum is practice-oriented, there is not currently a stand-alone ministry practicum or internship through which students earn credit. This is because the programme assumes that its students are adult learners and already engaged in ministry.

As such, the curriculum design very creatively integrates a practical ministry component (25 hours of learning) within every 6 credit hour course. Using a standardized reporting procedure included in the learning activities for the courses on Moodle, this component is intended to stimulate student consideration of the material (reflection) in ministry (action).

With that said, the VET observed that the reporting mechanism lacks variety and depth and could be much more powerfully used to guide students into deeper levels of theological reflection on ministry practice based on course content.

B.1.6 The VET observed that mentoring is a significant component of the overall programme learning outcomes. As such, students are

	expected to have a ministry mentor, but the assessment of mentoring appears to be a simple report included within the above practical training component. The SER describes OCRPL's desire to further develop a formal mentoring programme for which ECTS credits would be awarded. While the VET was not provided with any plans for this development on which to comment, they encourage OCRPL to continue developing this aspect of the programme, and to do so in ways that "leverage the local context" of students.
Commendations, recommendations, requirements	**B1.5 (Practical training) - Commendation:** for the way that mentoring / practical training is integrated directly into learning within courses. This model of integration in curriculum design is exemplary. **B1.4 (Academic achievement) - Recommendation:** that OCRPL develops and incorporates higher levels of learning in further courses within the EQF Level 5 partial, Level 5 and Level 6 programmes in line with the EQF-HE framework (see also B2.3) **B1.5-6 (Practical training/Mentoring) - Recommendation:** that OCRPL further develop the process for guiding and assessing reflection on ministry practice that is linked with course content and learning, and that OCRPL further formalise the mentoring component throughout the programmes under review.
Panel conclusion	Substantial Compliance

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.
Evidence of Compliance	SER B.2 Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● E3.TSA Graduate Profile ● E5. TSA certificate programme curriculum map ● E7. TSA Guidelines for Course development and design ● Course module descriptors ● Curriculum map ● EQF-HE Level Descriptors.
Analysis	B.2.3 After closely examining and comparing all the programme syllabi (E4. TSA Syllabus), the VET observed that the majority of EQF

level 5 partial courses primarily list "understand" level learning outcomes; whereas EQF level 6 courses list some "understand" and some "develop"/"use" level outcomes.

There is some progression, but the overall level of outcomes seems to remain generally "foundational" rather than "advanced", as expected of EQF 5 and 6 level programmes.

While the stated learning outcomes as such seem to be in alignment with learning activities in online modules that were primarily assessing knowledge recall, understanding, and some application, the VET did not find clear evidence that the course learning activities (in the examples provided) were guiding students towards higher order levels of learning involving critical analysis, synthesis, expert application, and creation.

B.2.4 In regard to the programmes under review, OCRPL has developed a graduate profile that matches programme learning outcomes (see E3. TSA Graduate Profile). The document clearly states seven key characteristics of what a graduate should be like in terms of leadership and ministry and describes these further according to the curriculum map.

B.2.5 Overall compliance in terms of this standard.

The practical training component of the practice-oriented programmes is integrated within the course design, so that 25 learning hours are allocated to practical ministry in each course.

It is important for OCRPL to note that Bloom's taxonomy is not a template for curriculum design and learning outcomes. Within the ECTE standards, the EQF framework specifies that EQF level 5 courses (Certificate and Diploma) include knowledge and understanding outcomes, but also go beyond to applying knowledge in ministry and life settings, and using that knowledge to formulate responses to both concrete and abstract problems, for example. Higher level learning outcomes should characterise all levels of the programmes under review, not only level EQF Level 6 courses.

B.2.7 It is challenging to evaluate the fitness for purpose and context of a programme that spans such diverse cultural, social, and ecclesial contexts from India, Kenya, Sri Lanka, and South Africa (plus many other countries). It is clearly important to faculty, course writers/translators, tutors, but the VET was not able to find explicit policies or guiding documents that synthesized how this work takes shape. Articulating as policy/philosophy how the programmes can be fit for such diverse contexts would be important for demonstrating how the programmes are considering the very diverse contexts (cultural, social, and ecclesial) of its students/graduates while satisfying the ESG.

Suggestion: That OCRPL clarify and articulate in its documentation how contextualization is integrated in the programmes under review

	Clearly, the intention and expertise to contextualize are present within OCRPL. As the programmes have not run a full cycle, it is not possible to assess if this has been successfully implemented.
Commendations, recommendations, requirements	**B2.3 (Curriculum, module description, learning activities) - (EQF 5-Partial and EQF 5) Recommendation**: that OCRPL review and revise individual learning activities and course learning outcomes to further align with programme learning outcomes. **B2.3 (Curriculum, module description, learning activities) - (EQF level 6) (focus review)** to develop and implement courses with appropriately levelled programme learning outcomes. Learning outcomes are supported and assessed with meaningful, higher level learning activities and echo programme level outcomes in a way students clearly recognise. **B2.6 - Recommendation:** that OCRPL further formalise and make public a policy for assessment and allocation of credit for prior, nonformal, and informal learning.
Panel conclusion	Substantial Compliance

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.
Evidence of Compliance	SER B.3 Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● TSA Syllabus > Credits and Learning Hours ● E5.TSA Certificate Programme Curriculum Map ● E6. TSA Statement of Education philosophy and Adult Education ● E8.1 Sample Student feedback ● E8.2 Sample Students Survey ● E11 TSA Course Marks Sample
Analysis	B.3.1 Stated philosophy (Document and SER) B.3.2 The VET also carefully observed and analysed alignment between the stated programme learning outcomes (E5), the individual course syllabi (E4), course introduction pages/information (on Moodle), and the nature of learning activities in courses for all courses provided to the VET. While outcomes appropriate to the EQF levels offered were evident in institutional documents (E4, E5),

	the individual course introductions and learning activities were predominately aimed at outcomes at the level of "understanding", with minimal application. There was little opportunity for students to practice what they are learning and receive feedback on that practice.
	While the VET understood that the courses reviewed were from the EQF 5 Partial programme, there is still a need for higher orders of learning even at the EQF 5-Partial and EQF 5 levels. Synthesis, analysis, and creation should not be left for EQF level 6 courses alone.
	The VET could not find evidence of any policy for students regarding academic misconduct and plagiarism. Given the diversity of cultural settings in which OCRPL operates, this kind of policy would need care and a diversity of inputs to develop and implement.
	B.3.3 OCRPL has designed the programmes under review based on the philosophy of Theological Education by Extension. This approach has been adapted to an Online/Distributed learning environment, but maintains the group tutorial component (either in-person or via online synchronous meetings). As such, the programmes are offered in a blended mode or entirely online format, depending on students' proximity to a local study centre.
	OCRPL is using a course template and design guide to standardize course development. This seems to have contributed to guiding module/course design to promote uniformity.
	The overall module design, LMS design, and course organisation is exemplary.
	B.3.5 Each course ends with a feedback form which covers the areas of content, delivery mode, technology. VET was told that there is 80% feedback rate and that all feedback is collected in a file and is taken into consideration when the courses are reviewed every 2-3 years (unless it is a serious issue, which is dealt with immediately).
	B.3.6 Document E12 (as well as SER) describes the procedures and policies for summative and formative assessments as well as the final examination. Students get feedback through their tutor and automatically through the Moodle system.
Commendations, recommendations, requirements	**B3.3 (Module design and deliver) - Commendation:** OCRPL is **commended** for the attention and care given to a well-designed virtual classroom.
	B3.2 (Student centred learning / teaching assessment) Recommendations: that OCRPL ensure that teaching and learning at the programme level engages students at the appropriate level and depth for an EQF 5-6 programme; that OCRPL develop a public policy regarding academic integrity.
	B.3.4 NA

Panel conclusion	Substantial Compliance

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

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

Standards examined	B.4.1 Admission; B.4.2 Progression; B.4.3 Recognition; B.4.4 Graduation and certification.
Evidence of Compliance	SER B.4. Meetings with leaders, faculty, stakeholders and students of the school, examination of ancillary documents, in particular: ● E1. TSA student handbook ● E12. TSA admission, Assessment and Examination Policy
Analysis	B.4.1 The Online Application form states explicitly the academic requirements for admission for each level. Applicants can upload supporting documents related to their educational background. Also, English Language Skills and Online-Readiness are checked in the application. For students with less than the required years of schooling, OCRPL offers a "mature candidates' exam" as well as an English test (= special access provisions). Also, personal references are required from local church leaders and from the appropriate study/ extension centre. The Document E12 formulates the appropriate policy and describes the procedure for admission, which is also included in the students' handbook (page 24). B.4.2 OCRPL emphasises that the programme design intends progression in learning outcomes from the EQF 5-Partial (Short Cycle-Partial) programme (60 ECTS) to EQF 5 (Short Cycle) programme (120 ECTS) to EQF level 6 (First Cycle) programme (180 ECTS), the VET was not able to review or comment on them from the information provided to applicants. The VET did note a schematic that describes differing entry regulations for each of the levels of the three programmes. They also recognised and encourage OCRPL's inclusion of spiritual and personal growth markers in these criteria. The VET was not able to locate any policy or decision-making mechanism about which students may advance from EQF5- Partial to EQF 5 (Short Cycle) to EQF 6 (First Cycle). Such a policy should, for example, define the minimum GPA required for such an advancement along with other criteria, the decision-making body and record keeping in the student progress file. OCRPL needs to formalise a policy and procedure, that outlines and describes the process and criteria for determining how promotion is decided from EQF 5-partial to EQF 5 to EQF 6 levels. This policy must be publicly available to all students (i.e., include it in the student handbook - see requirement below).

	B.4.3 Assessment for non-formal learning is not regulated by policy at this point as no requests for this have been made. OCRPL will benefit from studying the Guidelines for Recognition of Formal, non-Formal and Informal Learning when establishing their policy which must happen prior to assessing the first such request.
	B.4.5 The SER states that OCRPL plans to develop graduation certification documents, as they have not yet had graduates from the programmes under review. So far learners are given a "Course Marks report" that identifies the numerical score and letter grade received by the student for each course.
	As VET is conducting a concept accreditation visit for programmes without graduates, the VET recognised that graduation documents are still in development. The requirement to develop these documents is intended to communicate that these are necessary in order to meet ECTE's standards.
	When developing these documents, please see "Guidelines for Diploma Supplement" for information about the diploma supplement that must accompany the graduation certificates.
Commendations, recommendations, requirements	**B4.2-4 (Student admission, progression, recognition, and certification - Requirement:** that OCRPL formulate and implement the necessary policies to support student progression, recognition, and certification (graduation).
Panel conclusion	Non-Compliant

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	SER B.5 Meetings with leaders, faculty, stakeholders and students of the school.
	E4. TSA Syllabus > Credits and Learning Hours.
Analysis	B.5.1 The internal documentation provided by OCRPL demonstrates full compliance regarding qualification nomenclature relating to EQF levels. This information was not as clearly described on the public-facing website of the programmes under review. While the VET recognises the tension that sometimes exists between information accessibility and accuracy, it is important to clearly specify and communicate the nature of the qualification within the European Higher Education area.

	Further, ECTE standards specify that if the qualification is not recognised by UK authorities, as OCRPL recognises in its SER, that this should be explicitly stated in the public information. That is, it is not sufficient to simply NOT say that the UK does not recognise the award, but it must be stated explicitly and transparently to avoid any unrealistic expectations on the part of the public, to include potential students. With this, of course, it is encouraged to state transparently that ECTE accreditation does certify comparability within the EHEA. It may be helpful for OCRPL to consider providing reference in their public information to the ICETE comparability chart B.5.2 OCRPL is fully compliant in its definition of the expected student workload in the programmes under review in terms of ECTS.
Commendations, recommendations, requirements	**B5.1 (Qualification nomenclature) - Requirement:** that public information about the qualifications clearly specifies comparability to the Framework for Qualifications of the EHEA as used in the ECTE accreditation. It must be explicitly stated that OCRPL programmes are not recognised by UK higher education authorities.
Panel conclusion	Non-Compliance

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

1. **A1.1 (Identity) - Commendation:** All OCRPL programmes and activities (reviewed by the VET) reflect the stated evangelical identity of the institution.

2. **A2.5 (Internal QA policies and procedures) - Commendation**: for a rigorous course development and launching process and procedure that draws on a diversity of expertise for developing each individual course.

3. **A3.3 (Educational staff) - Commendation**: The educational staff demonstrated a high level of commitment to students' character and spiritual formation alongside cognitive formation, and are passionate about online teaching and learning.

4. **B1.5 (Practical training) - Commendation:** for the way that mentoring / practical training is integrated directly into learning within courses. This model of integration in curriculum design is exemplary.

5. **B3.3 (Module design and delivery) - Commendation:** OCRPL is commended for the attention and care given to a well-designed virtual classroom.

SUMMARY OF RECOMMENDATIONS

1. **A1.4 (Public Information) - Recommendation:** that OCRPL consider ways of developing the TSA website to include further information about the programmes, learning outcomes, connectivity requirements, assessment procedures, pass rates, etc. (see standard). This needs to be revisited once each programme has run a full cycle.

2. **A2.3c (Decision making structures)** Recommendation: That OCRPL identify and implement opportunities for regular student input in decision-making related to academic programmes and community life.

3. **A.5.3. (Library / learning resources) - Recommendation**: OCRPL explores ways in which they can provide access for students of the programmes under review to a virtual library, appropriate to the level and language of the students.

4. **B1.4 (Academic achievement) - Recommendation:** that OCRPL develops and incorporates higher levels of learning in further courses within the EQF Level 5 partial, Level 5 and Level 6 programmes in line with the EQF-HE framework (see also B2.3)

5. **B1.5-6 (Practical training/Mentoring) - Recommendation:** that OCRPL further develop the process for guiding and assessing reflection on ministry practice that is linked with course content and learning, and that OCRPL further formalise the mentoring component throughout the programmes under review.

6. **B2.3 (Curriculum, module description, learning activities) - (EQF 5- Partial and EQF 5) Recommendation**: that OCRPL review and revise individual learning activities and course learning outcomes to further align with programme learning outcomes.

   B2.3 (Curriculum, module description, learning activities) - (EQF level 6) (focus review) to develop and implement courses with appropriately levelled with programme learning outcomes. Learning outcomes are supported and assessed with meaningful, higher level learning activities and echo programme level outcomes in a way students clearly recognise.

7. **B3.2 (Student centred learning / teaching assessment) - Recommendations:** that OCRPL ensure that teaching and learning at the pogramme level engages students at the appropriate level and depth for an EQF 5-6 programme; that OCRPL develop a public policy regarding academic integrity.

8. **B1.4 (Academic achievement) - Recommendation:** that OCRPL develops and incorporates higher levels of learning in further courses within the EQF Level 5 partial, Level 5 and Level 6 programmes in line with the EQF-HE framework (see also B2.3)

SUMMARY OF REQUIREMENTS

1. **A2.1 (Governance) – Requirement:** that OCRPL more clearly delineate and distinguish lines of responsibility between governance and executive leadership/management along with other roles such as programme director/faculty member.

2. **A2.3a (Decision making structures) Requirement:** that governance and leadership structures formalise the provision of space for active participation of external stakeholders.

3. **A2.3b (Decision making structures) Requirement:** that Student government structures are in place. *[ex. "that a plan be devised to develop a structure that fulfills the functions of a student government in terms of student organisation and input"]*

4. **A2.5: Requirement:** That OCRPL develops a formal and public general policy for internal quality assurance as described in the ECTE guideline A2.5

5. **B4.2-4 (Student admission, progression, recognition, and certification - Requirement:** that OCRPL formulate and implement the necessary policies to support student progression, recognition, and certification (graduation).

6. **B5.1 (Qualification nomenclature) - Requirement:** that public information about the qualifications clearly specifies comparability to the Framework for Qualifications of the EHEA as used in the ECTE accreditation. It must be explicitly stated that OCRPL programmes are not recognised by UK higher education authorities.

IN CONCLUSION

The visitation team recommends to the ECTE Accreditation Commission that OCRPL be judged to be in compliance with the *Standards and Guidelines* of the ECTE in both institutional and programme areas with the exception of the 6 requirements listed above.

The team recommends to the ECTE Accreditation Commission granting Accreditation of the institution once the relevant requirements have been met and consider accreditation of the three programmes once graduates have completed these programmes and the relevant requirements have been met. 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 OCRPL 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 OCRPL 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:

Dr. Marcel Macelaru (Team Leader)

Dr. Caleb Hutcherson (VET-Member)

Wolfgang Pfau, DMin (CIU)(VET Member)

Mr. Nathanael Hampp (Student Representative)

Mrs. Grace Al-Zoughbi (Review Secretary)

November, 2022

Visitation Schedule

Abbreviations Key

- **VET** – Visitation Evaluation Team
- **TL** – Team Leader – Marcel Măcelaru
- **IRC** – Institution Review Coordinator – Prasad Phillips
- **RS** – ECTE Review Secretary – Grace Al-Zoughbi

Note: All times shown in the schedule refer to British Summer Time, that is, GMT+1

Time/length	Activity	People involved	Purpose/Notes
Monday, 3 October 2022			
9:00	VET work session	- VET - IRC	Planning for the day. IRC joins the meeting at 8:20
9:30	Meeting the community	- VET - Everyone at OCRPL - IRC	Everyone connects. IRC chairs. The VET panel introduce themselves and explain the purpose of the accreditation visit.
10:00	Opening meeting	- VET - OCRPL leadership - IRC	TL leads. Inform about ECTE and purpose/ schedule of the visit. Preliminary observations, clarifications regarding the SER and documents submitted/ needed.
11:00	Coffee Break		
11:30	Inspection of material base	- VET - IRC - Staff members as needed	A mobile device is used to walk around and show the VET the facilities, learning resources available, etc. Appropriate audio must be enabled to allow the VET panel to ask questions.
12:30	VET work session	- VET	VET members work individually on the Review Report Worksheets
13:00	Lunch Break		
15:00	Meeting the faculty	- VET/IRC - Faculty (OCRPL leadership is not present)	TL leads. Discuss faculty activities, procedures, involvement, etc.
16:00	Meeting pertaining to Institutional Identity and Governance	VET OCRPL Leadership, Board members, Quality Assurance Officer, Finances Officer, IRC	TL leads. After an initial session together, VET members meet in 3 breakout rooms with specific individuals: - Board & OCRPL Leadership - Finances - Quality Assurance Officer
17:00	VET work session	- VET/RS (as needed)	Debrief. Filling in the Review Report Worksheets.

Tuesday, 4 October 2022			
Time/length	**Activity**	**People involved**	**Purpose/Notes**
9:00 (30 min)	VET work session	- VET	Debrief. Planning for the day.
9:30 (60 min)	Meeting concerning curriculum, design and delivery	- VET (partial) - Academic Dean - Anyone else responsible for curriculum development	TL leads
	Class attendance (if possible)	- VET (partial) - Lecturer and students	VET student representative & VET member attend teaching session(s) This needs to be arranged by the IRC Can be swapped with the meeting scheduled for 15:00
10:30	Coffee Break		
11.00 (60 min)	Meeting concerning teaching, learning and assessment	- VET - Academic Dean - Selection of faculty (TBD by IRC)	TL leads
12:00 (60 min)	Meeting concerning student formation, community, pastoral care	- VET - Person responsible for student formation - Community deans - Church leaders involved - IRC	TL leads. After an initial session together, VET members meet in separate rooms with specific individuals (e.g. mentoring arrangements, pastoral care, character and spiritual formation provision, etc.). To be planned by IRC.
13:00	Lunch Break		
15:00 (60 min)	Meeting the students & alumni	- VET (partial) - Students - Alumni - IRC (initially, then steps out)	TBD by OCRPL (breakout rooms as needed) — VET student representative leads
	Meeting concerning practicum, training, placements	- VET (partial) - TSA People responsible for practicum - Placement and internship leaders - Employers	TL leads. After an initial session together, if needed, VET members meet with specific individuals in breakout rooms.
16:00 (60 min)	Meeting concerning staff, HR, administration	- VET - Staff members - Administration - IRC	TBD by OCRPL — TL leads. After an initial session together, if needed, VET members meet with specific individuals in breakout rooms.

| 17:00 (90 min) | VET work session | - VET
- RS (as needed) | TBD by ECTE | Debrief. Filling in the Review Report Worksheets. |

Wednesday, 5 October 2022			
Time/length	**Activity**	**People involved**	**Purpose/Notes**
9:00 to 13:00	VET work session	- VET	VET members work individually on the Review Report Worksheets
13:00	Lunch Break		
14:00 (60 min)	VET work session	- VET - RS (as needed)	Debrief. Review of info gathered and still to be gathered. Filling in the Review Report Worksheets.

Thursday, 6 October 2022			
Time/length	**Activity**	**People involved**	**Purpose/Notes**
9:00 (60 min) 10:00 (60 min)	Extra meetings	- VET - IRC - Anyone invited (TBD as needed)	TL leads. This is a time when final questions / clarifications take place. Meetings can be scheduled if/as needed.
11:00	Coffee Break		
11.30 (60 min)	VET work session	- VET	VET members work individually. Final additions to the Review Report Worksheets
12:30 (90 min)	Report drafting	- VET - RS	RS leads
14:00	Lunch Break		
15.30 (60 min)	Report drafting (continued, if necessary)	- VET - RS	RS leads
16:30 (30 min)	Final meeting	- VET - OCRPL leadership - RS - IRC	Discussing interim report with OCRPL leaders.