

REVIEW REPORT

Tilsley College, Motherwell, Scotland
Related to a visit for a cyclical review of accreditation; May
3rd – 5th 2023

ECTE

European
Council for
Theological
Education

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A. EXECUTIVE SUMMARY

Report of a cyclical review of the institutional accreditation of Tilsley College, Scotland, an alternative provider of higher education, and the review of three programmes:

- a QF-EHEA Short Cycle partial - EQF level 5 programme (60 ECTS) called “Certificate of Higher Education in Biblical Studies and Christian Ministry”
- a QF-EHEA Short Cycle - EQF level 5 programme (120 ECTS) called “Diploma of Higher Education in Biblical Studies and Christian Ministry”
- a QF-EHEA First Cycle – EQF level 6 programme (180 ECTS) called “European Baccalaureate in Biblical Studies and Christian Ministry”.

This report relates to a process, including a desk analysis of the C-SER plus other material provided to the visitation team and an on-site visit 3rd to 5th May 2023, for the purpose of re-accrediting Tilsley College based on the ECTE’s *Standards and Guidelines* and other relevant ECTE guideline documents. It finds the school generally excellent in achieving its intentions in theological education, suggests to the ECTE Accreditation Commission twelve commendations of excellence, eight recommendations and four requirements.

B. INTRODUCTION TO THE REVIEW

Description of the review

This is a cyclical review of Tilsley College as an alternative provider of higher education, dedicated to the development of men and women for Christian service at home and abroad. It is closely associated with GLO Europe as a mission organisation, but functions with a high degree of autonomy.

Tilsley College obtained institutional accreditation from ECTE as an alternative provider of higher education in 2008 together with programme accreditation for the EQF 5 Partial (Certificate); in 2015 for the EQF level 5 (Diploma); and in 2018 for the EQF 6 (Baccalaureate) programmes.

There were two requirements in the 2018 review report which were fulfilled. There were eleven recommendations, which are investigated in this cyclical review visit.

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 and VETS](#), the [Guidelines for Institutional Status and Qualifications Nomenclature](#) . Guidelines for distance and on-line education were not relevant to the delivery method.

Programmes

Programmes offered for accreditation in 2023:

Programme Name	ECTS Credits	EQF/EHEA	ISCED-Level	ICETE Level	SQF Level	Delivery mode
Certificate of Higher Education in Biblical Studies and Christian Ministry	60	5 (partial)	5 (partial)	Certificate	7	Classroom & practice
Diploma of Higher Education in Biblical Studies and Christian Ministry	120	5	5	Diploma	8	Classroom & practice
European Baccalaureate in Biblical Studies and Christian Ministry	180	6	6	Bachelor	9	Classroom & practice

The Visiting team

The composition of the VET team to Tilsley College was as follows:

Prof. Dr. Marcel Măcelaru (TL),

Walid Zailaa (D.Min),

James Lockwood (Student Rep),

Dr. Graham Cheesman (Review Secretary)

Visit Arrangements

The professionally produced SER was constructed following the template set out in the [ECTE protocol for writing an SER](#) and was received, along with accompanying documents, 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 Tilsley College 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 recorded the results of their initial reading of the documents within the google doc. version of the SER.
3. The Internal Review Co-ordinator (IRC) of the school was identified and they 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.
5. In conjunction with the VET leader, the IRC organised and agreed to a programme for the visit.

6. Initial pre-visit meetings 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 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 well produced, transparent and sufficient for the purposes of the evaluation. The documentation provided a useful 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 3rd May and concluded in the evening of Friday 5th May 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:

Principal (also acting as Academic Dean)	Stakeholders
Registrar	Alumni
Leadership team	Finance staff
Faculty	Students and student representatives
Staff	The team also attended college devotions and a number of classes
Staff involved in practical ministry, formation/mentoring	Library and the Virtual learning Environment were examined
Board Representatives	
Librarian	

The complete schedule is in Appendix 1 to this report.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution and Programmes

Tilsley College is part of the training ministry of GLO Europe and is based in Motherwell, Scotland. The core of Tilsley College's training and education portfolio is its full-time residential programmes (Certificate, Diploma and European Baccalaureate in Biblical Studies and Christian Ministry). Other programmes offered by Tilsley College are also important but are considered complementary to the core residential provisions. Tilsley College is recognised as an alternative provider of higher education (through BAC) so does not have authority to confer degree awards. GLO Europe is a Scottish Charitable Incorporated Organisation.

Over the last five years Tilsley College has been through some difficult seasons which has also resulted in changes to senior personnel. The Academic Dean Allan McKinnon was appointed Principal in January 2020 after serving as acting Principal for 12 months when the previous Principal was on long-term sick leave. Georgette Short then served as Academic Dean until December 2022. In March 2020 Tilsley College managed the Covid-19 crisis by pivoting the residential classroom into online delivery for the successful completion of the Certificate and Diploma programmes in June 2020. Tilsley College decided to run its Certificate, Diploma and Baccalaureate programmes in 2020-21 despite the restrictions of the pandemic, however in 2021-22 it was decided to suspend student intake for one year. One student completed the Baccalaureate during that year. Normal service was resumed in the 2022-23 academic year with a new intake of 11 students.

Mission statement

The stated mission of Tilsley College is to nurture and encourage Christian men and women in their walk with Jesus Christ; equipping them to serve God effectively and for his glory in today's multi-cultural world. We hope to achieve this by deepening their understanding of the Bible, promoting Christlike character, and developing ministry gifts and skills. This is often expressed in a summary mission statement:

Equipping God's people for God's work in God's world.

History

Tilsley College started as the training wing of Gospel Literature Outreach (GLO) in Europe.

GLO Europe was established in Motherwell, Scotland in 1974. The work included the organising of short-term mission teams, development of long-term teams, and the establishing of a Bible Training Centre. The GLO Centre also includes a bookshop, coffee shop and conference facilities. Funds from these ministries are used to support the work of training and mission in Europe. GLO Europe currently has over 90 people working full time in what are mainly church planting ministries and training, with some involved in administrative support.

The training offered by GLO in Motherwell started as a 20-week programme in Bible study, evangelism and local church ministry, which ran from 1974 to 1983 under the title, 'Training for Service'. During the mid-1980s, the programme was developed and expanded until in the 1990s it was taught over a full academic year at roughly the level of the first year of a degree programme.

In 1995, the name 'Tilsley College' was adopted, reflecting a vision for Tilsley College to be not only a training ground for GLO workers, but also for others who wished to be equipped to serve God wherever that may be. In 2004 a second-year option commenced in the form of a church or ministry-based apprenticeship, giving students the opportunity to develop ministry skills in a structured and mentored way.

A major step was taken in 2008 when the one-year programme gained accreditation from the European Evangelical Accreditation Association (now the European Council for Theological Education). The development of accredited programmes continued with a revised second year programme receiving accreditation from ECTE in 2015. In 2017, the next stage was reached when Tilsley College started offering a third year which leads to a European Baccalaureate the equivalent of a vocational bachelor's degree; this was accredited in 2018.



Facilities

Tilsley College campus is shared with GLO Europe and consequently provides an excellent facility. Residential accommodation is flexible for families, couples and singles, and there is disabled access. Depending on configuration the facilities can accommodate 20-24 people on site. In 2021-22 there was a complete renovation of some bedrooms with ensuite bathrooms, improved lounge facilities and a new student kitchen as well as a wheelchair-accessible bedroom being installed. Plans are still ongoing for a major renovation in the coming years which will provide new lecture rooms, library and offices.



Governance

As Tilsley College is part of GLO Europe, Tilsley College Principal is appointed as one of five directors in the Executive Team for GLO. Tilsley College Principal reports to the General Director and with the other directors to the GLO Main Committee. The GLO Main Committee has appointed a College Council as a sub-committee to provide specific governance to the Principal and Tilsley College. Tilsley College Council meets four times per year, two face-to-face meetings and two online. The Chair of College Council meets with Tilsley College Principal every month to improve communications and offer guidance. From January 2023 Mr Gordon Stewart was appointed Chair in place of Dr Neil Summerton who retired. College Council provides for all governance matters and reports to Main Committee on College business in line with its Terms of Reference. College Council membership offers stakeholders opportunity to shape and influence Tilsley College's ministry.

Since Tilsley College has a very small leadership team and this team is presently in flux, no organisational chart is shown in this report.

Educational and non-educational Staff

Tilsley College educational staff are 3.0 full-time (2M/1F) and four part-time (2M/2F - 2.2 FTE). There are currently vacancies for an Academic Dean (1.0 FTE) and two lecturer posts (1.5 FTE). Tilsley College also utilises a range of external lecturers who supplement the inhouse educational staff. A full list of those who teach regularly with their qualifications is available. Those who teach are adequately qualified for the levels taught.

There are also three ancillary staff (3F) engaged 1.5 FTE as cooks, 1.0 FTE as cleaner. A volunteer works in the library (0.2 FTE). Tilsley College is urgently working towards making appointments to the current vacancies. The institution benefits from its association with GLO Europe with help provided through support staff like the Centre Manager (facilities) and the Finance Director (finance).

Budget

Tilsley College produces an annual finance budget in collaboration with the GLO Finance Director. Expenditure is monitored by Tilsley College Principal and audited accounts are produced by the Finance Director annually. The financial year is January to December. GLO Europe are "financial guarantors" of Tilsley College and, since one of their key objectives is training, they are fully committed to Tilsley College. The budget of Tilsley College is compiled and spent independently of GLO Europe, but is overseen by the larger GLO financial team. Accounts are externally audited and meet charitable organisation's requirements.

Funding for Tilsley College is generated by fees, donations from charitable trusts, and from legacies to GLO. In addition, all staff at Tilsley College are 'self-employed' thus relieving Tilsley College of a significant salary burden. This constitutes significant giving by supporting churches

who help provide for Tilsley College staff. GLO also have a small 'fellowship fund' which helps support staff through regular gifts. Tilsley College and GLO Europe do not tend to actively seek fundraising in line with their missional mode. However, the necessary funds are being secured via different means (bookshop, coffee shop, fees, renting of facilities, etc.).

Programmes and Delivery Modes

There are three programmes presented for accreditation:

A QF-EHEA Short Cycle partial - EQF level 5 programme (60 ECTS) called Certificate of Higher Education in Biblical Studies and Christian Ministry;

A QF-EHEA Short Cycle - EQF level 5 programme (120 ECTS) called Diploma of Higher Education in Biblical Studies and Christian Ministry;

A QF-EHEA First Cycle – EQF level 6 programme (180 ECTS) called European Baccalaureate in Biblical Studies and Christian Ministry.

In each case, teaching occurs in the classroom at Motherwell and in the practical placements included in the programme.

Other programmes not presented for accreditation include:

A post-graduate certificate in Theology at level 7 of 60 credits delivered in residence plus research,

An “Advance” short course certificate in Bible and Mission, at level 5 (partial) delivered in residence.

A “Joshua” modular evening certificate programme at level 4 taught on-line,

A Tilsley academy programme is under development possibly a micro credential, which will be taught on-line,

An occasional Global Missions Training programme at level 5 (partial), delivered in residence.

Student numbers

Programme with EQF 5 (short cycle):			
Certificate in Biblical Studies and Christian Ministry			
	Entering Headcount (MX/FX)	Headcount FTE (MX/FX)	Graduating Headcount (MX/FX)
2018	9 (M: 6/F: 3)	9 (M: 6/F: 3)	7 (M: 5/F: 2)
2019	8 (M: 5/F: 3)	8 (M: 5/F: 3)	6 (M: 4/F: 2)
2020	9 (M: 4 F: 5)	8 (M: 4 F: 5)	5 (M: 2/F: 3)
2021	0 (M: 0/F: 0)	0 (M: 0/F: 0)	0 (M: 0/F: 0)
2022	11 (M: 7/F: 4)	11 (M: 7/F: 4)	10 (M: 6/F: 4) **
TOTAL	37	36	28

** anticipated

Programme with EQF 5:			
Diploma in Biblical Studies and Christian Ministry			
	Entering Headcount (MX/FX)	Headcount FTE (MX/FX)	Graduating Headcount (MX/FX)
2018	3 (M: 1/F: 2)	3 (M: 1/F: 2)	2 (M: 0/F: 2)
2019	3 (M: 3/F: 0)	3 (M: 3/F: 0)	3 (M: 3/F: 0)
2020	2 (M: 2/F: 0)	2 (M: 2/F: 0)	2 (M: 2/F: 0)
2021	0 (M: 0/F: 0)	0 (M: 0/F: 0)	0 (M: 0/F: 0)
2022	0 (M: 0/F: 0)	0 (M: 0/F: 0)	0 (M: 0/F: 0)
TOTAL	8	8	7

Programme with EQF 6:			
European Baccalaureate in Biblical Studies and Christian Ministry			
	Entering Headcount (MX/FX)	Headcount FTE (MX/FX)	Graduating Headcount (MX/FX)
2018	4 (M: 2/F: 2)	4 (M: 2/F: 2)	3 (M: 1/F: 2)
2019	0 (M: 0/F: 0)	0 (M: 0/F: 0)	0 (M: 0/F: 0)
2020	2 (M: 2/F: 0)	2 (M: 2/F: 0)	2 (M: 2/F: 0)
2021	1 (M: 1/F: 0)	1 (M: 1/F: 0)	1 (M: 0/F: 0)
2022	0 (M: 0/F: 0)	0 (M: 0/F: 0)	0 (M: 0/F: 0)
TOTAL	7	7	6

How the school prepared for the review

The review process was entered into by Tilsley College in order

1. to ensure Tilsley College complies with the accreditation requirements of the European Council for Theological Education.
2. to review and evaluate Tilsley College as an alternative provider of higher education through a process of self-analysis of both its structural integrity and programme delivery, such that strengths are maintained and weaknesses addressed.
3. to reassure staff, students, stakeholders and the wider Christian communities which Tilsley College serves of its credibility and effectiveness in training God's people for God's work in God's world.

The C-SER team consisted of Dr Allan McKinnon, College Principal, and Mrs Anne Grover, College Registrar.

As Tilsley College does not currently have an Academic Dean who would normally head up this team, Dr McKinnon is acting as Academic Dean; he served at Tilsley as Academic Dean from 2010 to 2020. Other staff members joined the team on an *ad hoc* basis to contribute to the C-SER.

The SER was submitted two months in advance of the scheduled visit as requested, with accompanying documents.

D. FINDINGS OF THE REVIEW

Description of the extent of the review

This report relates to a Review of Tilsley College with a view to re-accreditation of its institution and programmes.

The VET considered that the programmes of Tilsley College were, for the purposes of this report, best conceived as one programme with appropriate legislation for progression and the three exit points, since that is how they function. However, each programme can stand alone and so should be formally listed for accreditation purposes as three programmes.

As mentioned above, the 2018 review report listed two requirements, in the areas of learning outcomes and faculty members' workloads, which were fulfilled in 2019 and accreditation was granted. They are therefore not listed in the report below.

The 2018 report also listed eleven recommendations which the school has been working on since that previous visit and are to be checked during this visit, so are listed in the report below. Since the 2018 visit was under the previous set of Standards and Guidelines, they are mentioned in the most appropriate section of the current, post 2019, standards.

INSTITUTIONAL STANDARDS

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.

No previous requirements or recommendations

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER sect C & D.1.A.1. Examination of ancillary documents, in particular,

- Prospectus
- Website
- GLO Trust Deed
- GLO History
- Strategic Plan
- Statement of Faith

Analysis:

Tilsley College fulfils all the standards in this area.

Tilsley College has a clearly formulated sense of identity and purpose; they see their core activities as related to the provision of tertiary adult education in practical theology in the evangelical tradition which is biblically based. ECTE core values are clear throughout Tilsley College's programmes and staff.

Tilsley College complies with all legal and fiscal requirements in their context. This includes ECTE and BAC accreditation as well as their position as part of GLO Europe. Being part of GLO Europe assures the sustainability of Tilsley College which is a positive, but also has inherent risk if something were to happen to GLO, which Tilsley College is aware of. Tilsley College uses the correct terminology in their nomenclature.

Tilsley College's vision and mission are clearly outlined in the strategic plan and whilst implementation of this has been impacted due to Covid-19 the core vision and mission have continued to be enacted through their activities. Tilsley College actively reviews and updates their vision and mission as needed, in line with their strategic plan.

Tilsley College has a well-developed online presence through their website and social media channels which are operated in partnership with GLO. This includes a new prospectus available in hard and soft formats.

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:

2018. More frequent college staff meetings should be considered in view of the numerous adjustments that have to be made in connection with the instalment of the three-year programme.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER sect D.1.A.2. Examination of ancillary documents, in particular,

- College Council of Reference
- Strategic Plan
- Student Council Documents
- External Moderation documents

Analysis:

As a small college, the leadership and management are effective and collegial.

Tilsley College has effective governance in place which has accountability and guidance for the principal and staff. People involved in governance have a clear understanding of their roles in the life of Tilsley College. This includes faculty members, students, and external stakeholders. Governance continuity is ensured through appointments of new council members whenever necessary.

Tilsley College has a newly implemented leadership and management structure as set out in their strategic plan. The aim of this is to be more collaborative and this is worked out practically in day-to-day activities. There is accountability for all roles in Tilsley College and leadership, faculty and the council are involved in strategic planning.

Tilsley College takes advantage of small numbers of students and staff and seeks to include feedback from individuals on an annual basis. This also includes alumni through a Facebook page. There is a student council that is also represented on the Tilsley College council. Faculty are represented in the council.

Tilsley College has a current strategic plan which has been in place since 2020, it is due for a review this year. Tilsley College leadership indicates that the revised plan will be presented to the council in June 2023, and will be implemented by the end of the year.

Quality assurance procedures are in place and these have been compiled into a policy document. The VET encourages Tilsley College to continue with developing and implementing this new document.

Through ECTE and BAC Tilsley College undertakes cyclical reviews for accreditation requirements. Tilsley College also has external experts review their programmes on a regular basis. This feedback is taken seriously and included in the planning and development of the programmes.

Commendations:

The governance structure and procedures in place at Tilsley College are well thought out and implemented. This helps ensure the stability and sustainability of Tilsley College.

The VET commends Tilsley College's efforts in developing decision-making structures which include all members of college life.

Recommendation:

The VET recommends that the new strategic plan, which is in development, includes information on library development, faculty development, succession planning (as appropriate). It should also include an implementation plan.

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.

No previous requirements or recommendations

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER D.1.A.3. Examination of ancillary documents, in particular,

- Strategic plan
- TC memorandum of understanding
- Role descriptor for Student Welfare manager
- CVs for Pastoral lead, registrar, Academic dean, Principal.
- College handbook

Analysis:

Substantial compliance is demonstrated in a number of areas within this standard. Most of the staff are in a volunteer capacity and Tilsley College is presently hampered by the need to recruit staff for a key position.

The teaching and administrative staff are enthusiastic and carry out the workload required. There is a staff handbook in place which draws on previous experiences and includes sensitivity to diversity, gender, ethnicity and race. At the time of the visit Tilsley College is understaffed due to the retirement of the academic dean. However, Tilsley College leadership is actively seeking a replacement for this role.

Non-education staff are qualified, show Christian character and are committed to Tilsley College's vision and mission. Tilsley College has clear and transparent guidelines for non-educational staff.

Educational staff are qualified to the required standard. Professional development is encouraged and supported by Tilsley College.

Tilsley College has good HR policies in place which are clearly laid out in the staff handbook. They are aware of current gaps in a number of roles which they are actively recruiting for.

As the faculty and staff are all volunteers (self-supporting) some of the HR policies and procedures listed in the guidelines are not relevant. All staff sign a memorandum of understanding each year that stipulates rights and responsibilities and regulates the relationship between Tilsley College and the staff member.

Commendation

The VET commends the leadership's desire to move from a primarily part-time staff to primarily full-time and encourages them to continue to work towards this aim.

Recommendations:

The VET recommends that Tilsley College seek to appoint a qualified librarian at least on a part-time basis who can aid in the creation and implementation of a library development plan.

Although ECTE recognised the specific relationship between Tilsley College and its staff, the VET recommends that Tilsley College leadership think creatively about implementing protection for their employees that would usually be in place.

Requirement:

The VET suggests a requirement be given that faculty development plans must be developed and implemented. This should include adequate time and opportunities to develop in both theological and pedagogical fields.

Panel Conclusion: Non-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

No previous requirements or recommendations:

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER D.1.A.4. Examination of ancillary documents, in particular,

- Minutes Global Connections.
- Minutes ABCP
- Devotions Timetable
- Disciplinary Code
- eCampus material
- College handbook
- Staff Handbook

Analysis:

The team encountered and participated in a genuine and healthy community.

Tilsley College has developed a positive community life with good relationships between all members. This includes formal and informal time, times of worship and recreation. Tilsley College facilitates and supports alumni employment both in Tilsley College and in the larger GLO mission. Disciplinary procedures are in place.

Tilsley College works closely with their main stakeholder, GLO Europe but also has several other connections with local, national and international groups and churches. This includes regularly updating these networks on prayer needs as well as providing placements for students. Tilsley College, as part of the GLO centre, is well known in the community and has good relations with civic authorities. Tilsley College also has community outreach programmes which are connected with through GLO and also the wider missional community of GLO.

Tilsley College has good internal and external communication links with all staff, students, alumni, etc. In partnership with GLO Europe they are seeking to employ a Communication Manager to improve this aspect of their work.

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:

2018. Students have voiced a need for more space in Tilsley College. Due to these problems and architectural deficiencies of the school building the school has been discussing plans for rebuilding the facilities. As the building belongs to GLO, not to the school, Tilsley College leadership is not in a position to change the situation immediately. The leadership is however, asked to present the urgent necessity of change to GLO.

2018. Once the librarians will be available through the whole week, the checkout system for borrowing books should be revised to avoid the loss of books (by students or people from outside).

2018. The various departments of Theology are being covered by the book holdings of the library except for books on liturgy. The number of periodicals on academic level is limited and should be extended.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER D.1.A.5. Examination of ancillary documents, in particular,

- Student Welfare Manager Role
- Student Council Terms of Reference
- Student Council Minutes.
- Sample Course Descriptors.
- Various screenshots of the VLE

Analysis:

Overall, the facilities are adequate for the community life and academic level of Tilsley College, and some adjustment in library provision is required and advised.

Tilsley College provides an eLearning platform which provides information to students. Student support is provided through mentors, a student welfare manager and through regular contact with staff.

Study facilities are adequate and fit for purpose including private and public study areas, IT provision and lecture rooms. Student accommodation has been recently refurbished and most students receive a single room which they can use for study (each room includes a desk and lamp). Accessibility is provided for students as needed.

Tilsley College has an onsite library of 12,000 volumes which are aligned with the course learning objectives. The library has a development budget that is used to improve the collection on the basis of suggestions made by the teaching staff.

Tilsley College has appropriate record keeping in place both digitally and physically. This is true for current and past students. Administrative staff can access this data and make it available to staff and past students on request. Current student information is accessible to the students via the online learning platform.

Tilsley College has adequate IT facilities and equipment for the delivery of their programmes.

Recommendation:

The VET recommends that Tilsley College consider and pursue an inter-library loan partnership and look into acquiring subscriptions to relevant journals.

Requirement:

The VET suggests a requirement be given that a library development plan will be developed and implemented.

Panel Conclusion: Non-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:

2018. Students are prepared to cooperate with Tilsley College in fund raising. However, part of the student body, especially first-year students profess that they are not sufficiently informed about Tilsley College's financial needs. They would also be happy with a closer cooperation with other denominations. This could increase growing awareness of Tilsley's contributions to missionary outreach and church life. This could also help to overcome a certain reserve in some GLO churches towards bible school training. This student feedback should be further discussed by the school leadership.

2018. The school points out that while holding on to living by faith the leadership is aware of some of the difficulties faced by female staff and has already taken steps to ameliorate that situation through raising supporters. The VET would ask the school leadership to continue following on that line.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER D.1.A.6. Examination of ancillary documents, in particular,

- Annual Accounts 2022
- Budget 2023
- Audited accounts (GLO) 2021
- Papers relative to Student visa applications
- Bursary and Donations policy document
- Fee Structure 2022-23

Analysis:

A combination of a particular policy of not soliciting donations and the guaranteeing of income by GLO makes this college stand out.

GLO Europe are "financial guarantors" of Tilsley College and as one of their key objectives is training, they are fully committed to it and its work. The budget of Tilsley College is compiled and spent independently of GLO Europe but is overseen by the larger GLO financial team.

The school, alongside GLO Europe, has good and transparent financial policies and procedures in place. This includes external auditors in line with charitable organisational requirements.

There are no current worries around the financial profiles of Tilsley or GLO Europe. However, Brexit may have some impact as it becomes harder for international students to come and study at the school. Contingencies have been put in place to ensure a wider audience can continue to be met. The operation of the institution on a voluntary basis however constitutes a considerable

risk given the fact that recruiting new staff may take longer e.g., the appointment of a new Academic Dean.

Since Tilsley College staff are not employed but are volunteers, the ECTE standards and guidelines cannot be applied entirely. Fees for all programmes are transparent and publicly available. There is no scholarship scheme available but Tilsley College leadership do offer financial aid informally on a case-by-case basis.

Tilsley College, and GLO Europe, do not tend to actively seek fundraising in line with their missional mode. However, the necessary funds are being secured via different means (bookshop, coffee shop, fees, renting of facilities, etc.)

The VET encourages Tilsley College to look into more sustainable models for staff recruitment and retention to enable adequate staffing of Tilsley College.

Commendation:

Tilsley College is very aware of their financial situation and their ongoing needs (e.g. student numbers) and seeks to maximise their income through the rental of conference spaces and facilities.

Recommendation:

The VET recommends that a student financial aid policy document be created and made available to all students.

Panel Conclusion: Substantial compliance.

PROGRAMME STANDARDS

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:

2018. The VET would encourage TC to work towards a clearer vertical integration of the programme as a whole.”

2018. The VET would suggest that the school supports the idea of an annual or bi-annual weekend of instruction for local supervisors and supervisors in order to guarantee a balanced assessment of student performance in their field placements. In cases where supervisors are not prepared to take part in such a training session, the school should point out the value of student internships to their congregations.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER D.2.1.B.1, D.2.2.B.1, D.2.3.B.1. Examination of ancillary documents, in particular,

- College Handbook
- Learning Outcomes
- Integrated Assessment samples
- Integrated Learning week
- Portfolio of Ministry Outline
- Mentoring Guidance

Analysis:

This standard is reflected in the intentions of Tilsley College in an excellent way.

The programmes cover a wide range of content and seek to develop the students in character, biblical and theological wisdom and with skills to be disciples who make disciples. This is encapsulated by their mission statement “thinking discipleship training”. As the educational programmes build upon each other, the above applies to all programmes reviewed.

Spiritual formation is a central part of Tilsley College's vision and courses. It is considered in the learning outcomes and credits are awarded for the various activities related to this (e.g., self-reflection, leading college devotions). Students are placed in local churches for each year. Appropriate assessment and feedback on all aspects are provided to students throughout the year.

Character formation is included in the curriculum and educational activities. It is included in the module learning outcomes. Also, informally, the community life of Tilsley College is providing an environment for growth and character formation.

Tilsley College places a high value on academic achievement and the academic quality of their programmes. The syllabi include learning outcomes, assessment and the requirements for completion of the course. The programmes build on each other and there is a clear sense of progression from one year to the next which is reflected in the learning outcomes. The design of the courses also includes increased complexity and thus reflect learning outcomes appropriate for EQF Level 5 and 6 qualifications.

The programmes offered by Tilsley College are practice oriented. This is organised around ongoing placement and specific modules related to placements in church and social outreach programmes which are assessed and assigned appropriate credits.

Tilsley College provides one-to-one mentors for each student and mentoring is a significant part of the learning outcomes. Mentors provide feedback to students and complete a written report on each student. This “formal” mentoring is done alongside the informal mentoring that goes on during the day-to-day life of Tilsley College.

Commendations:

The VET commends Tilsley College for the way mentoring and practical training is incorporated into the programmes.

The VET commends Tilsley College for their “Integration week” which provides an excellent opportunity for students to implement, and be assessed on, not just their practical knowledge but also the integration of this with biblical and theological learning.

Panel Conclusion: Full 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 & approval processes; B.2.2 Outcomes & fitness for purpose; B.2.3 Curricula, Module descriptors & learning activities; B.2.4 Graduate profiles; B.2.5 Content, level, feasibility & progression; B.2.6 Credit allocation & duration; B.2.7 Content; B.2.8 Monitoring processes

Previous requirements or recommendations:

2018. The description of learning outcomes in practical modules like Homiletics should be more specific in reference to methods of presentation.

2018. The Dublin Descriptors (Manual p. 89) for Bachelor students should be applied in all aspects to define learning outcomes. Learning outcomes in biblical books should also mention the ability to discuss evaluation of opposing positions in bible exegesis.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. SER D.2.1.B.2, D.2.2.B.2, D.2.3.B.2., examination of ancillary documents, in particular,

- Sample Module Descriptors
- Graduate Profile
- Programme Directory
- Principal's Report to Council
- Staff Allocation for debriefing students

Analysis:

Good compliance with this key standard with a few areas needing solidifying.

The design, approval and review of the curriculum is done with the needs of the stakeholders in mind. Stakeholders are heavily involved in this process via extensive surveying. The responsibility for the programme design and review process lies mainly with the Dean, but faculty and students are consulted.

The qualification nomenclature used is appropriate for the context and with reference to European standards. Tilsley College ensures the award offered for all programmes is clear.

The programmes are well designed and fit for purpose. Tilsley College is aware of their own context and seeks to ensure the learning outcomes meet the changing context. The learning outcomes reflect the "Framework for Qualifications of the European Higher Education Area".

Tilsley College has designed and published the curricula and module descriptors with learning outcomes in mind. However, the module descriptors require further development (see Recommendation below) and curriculum maps should be produced (see Requirement below). Learning activities fit learning outcomes and assessment tasks align with the outcomes.

Tilsley College has developed graduate profiles for all three programmes which are well structured and clear. These are reviewed and updated on a regular basis. The profiles clearly

state what the abilities of a graduate will be, both in terms of knowledge and practical experience.

All three programmes are practice-orientated with practical elements incorporated in the programme design. The first year appears to have more theological training as a basis which feeds into the more practical second and third years. The level and content of all three programmes are appropriate for their level and there is clear progression for each programme.

Information on the workload, quantified in ECTS, is available for all course work. Module descriptors quantify duration and related credit count. Information about the maximum and minimum completion times is available in the ACNG document.

Tilsley College is aware of their context and has designed its programmes to address the issues and needs of their context. Also, they are involved in a continuous process of upgrading their curriculum context to fit new developments within the theological field: teaching staff are made aware of new publications and are encouraged to use these new resources in their course reading lists.

Tilsley College engages in several review processes and gets input from all members of college life as well as external stakeholders. Tilsley College has developed this into a policy document that the team has reviewed.

Commendations:

Tilsley College draws students from a variety of cultural and national contexts and Tilsley College clearly sees this as a significant part of their work. The VET desires to encourage the colleagues at Tilsley College as they continue to develop and think creatively about helping students to contextualise their learning for future ministry and work in Scotland and further afield.

Tilsley College's graduate profiles are very well developed.

Tilsley College has taken more than appropriate steps to ensure that the education provided fits the contexts and answers the current realities in which students will carry out their ministries e.g., new courses are designed based on new developments such as a refugee course.

Recommendation:

The VET strongly recommends updating all course descriptors (syllabi) to include all learning outcomes, workload information, teaching & learning activities and assessment procedures.

Requirement:

The VET suggests a requirement be given that Tilsley College develop curricular maps which show where learning outcomes for the programmes are achieved. These learning outcomes should be developed to include both Tilsley College's mission and goals as well as the QF-EHEA outcomes.

Panel Conclusion: Non-compliance

Standard B.3 – Learning, Teaching and Assessment

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

Standards examined:

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:

2018. Tilsley College has lecturers with specific pedagogical training. The VET would encourage the school to create opportunities where their pedagogical training can be shared with all the faculty.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. I-SER D.2.1.B.3, D.2.2.B.3, D.2.3.B.3., examination of ancillary documents, in particular,

- TC Prospectus
- Strategic Plan
- PowerPoint Handout
- Programme Directory
- Module Descriptors
- Feedback - compilations and samples
- Assessment Rubric

Analysis:

Tilsley College has a well-developed, public adult educational philosophy as stated in the SER section B.3.1.

It is evident that Tilsley College is aligning learning outcomes with curriculum development and making this available to students. This includes the learning activities. It is clear from the course descriptors that learning activities are predominantly aimed at the outcome “understanding”, although the application component is present, especially in the integration week. The VET reviewed evidence of documentation dealing with plagiarism and academic misconduct.

Tilsley College delivers all programmes in residence. Occasionally, when the need arises, students can join remotely via video link. As such, the main approach remains in-person delivery. The development of the modules delivered is done by each faculty member individually.

Taking into consideration the limitations a small institution has in diversifying the learning processes, the VET finds Tilsley College is both intentional and creative in offering students a variety of learning methods (including practical outreach programmes) and diverse methods of assessment.

There is a feedback cycle in place which covers the areas of content, delivery mode and technology. The response rate is very high, and the feedback provided is collected and used to further improve all aspects of the educational experience.

Evidence provided by Tilsley College describes assessment procedures and policies both summative and formative in nature, including the final examination. Students receive feedback on their work from their tutors and can check the feedback on the online learning platform.

Commendation:

The VET commends Tilsley College's work to ensure each course is developed with a specific need or question in mind for the context.

Recommendation:

The VET recommends that a course template and design guide be developed to help improve the consistency of course design across the programmes.

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

No previous requirements or recommendations.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. I-SER D.2.1.B.4, D.2.2.B.4, D.2.3.B.4., examination of ancillary documents, in particular,

- A, C and G Policy Document
- Sample end of year exams
- Registration Committee material
- Graduation/Certification flow charts
- Online Application Form
- Interview Guide

Analysis:

A well thought out approach in this area was encountered and a good understanding of how the three programmes function independently and overall.

All programmes have a clear set of criteria for admission of both recent graduates of secondary education and mature students. References are required and evaluated in the process of application and an interview is conducted. This is outlined in Tilsley College handbook and decisions are taken by a registration committee in line with documented policies.

Tilsley College has clear progression procedures and criteria which are outlined in Tilsley College handbook and outlined in a policy document. Most students enrol in the certificate programme and may then progress to the diploma and baccalaureate as they complete each year. The programmes are designed to build upon each other and therefore there is no schematic in place for different entry regulations for each programme.

Tilsley College has implemented the ECTS credit system in the quantification of all learning activities. When prior learning applications arise the Academic Dean handles these in line with UK guidelines which follow the Lisbon Recognition Convention.

Graduation and certification procedures are fit for purpose and applied consistently. The graduation certification documents demonstrate the achievement of the learning outcomes, and they issue a diploma supplement that contains all the graduates’ information to allow international mobility.

Commendations:

The VET commends Tilsley College for the development of a graduation week which shows the culmination of their entire educational journey.

The VET found Tilsley College's diploma supplement to be very impressive and thorough.

Recommendation:

The VET recommends that Tilsley College seek to develop a formal policy document for the recognition of prior, non-formal and informal learning which follow national and international principles for mobility. See ECTE Guidelines for the recognition of formal, non-formal and informal learning (p.7).

Panel Conclusion: Substantial Compliance.

Standard B.5 - Qualification Nomenclature and Credits

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNIZED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

Standards examined:

B.5.1 Qualification nomenclature; B.5.2 Credits

Previous requirements or recommendations:

None

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. I-SER D.2.1.B.5, D.2.2.B.5, D.2.3.B.5., examination of ancillary documents, in particular,

- BAC Website
- Diploma Supplement
- Student Handbook
- Staff Handbook
- Programme Directory

Analysis:

The qualifications resulting from Tilsley College's programmes are clearly specified and communicated in line with their context and international standards. The ICETE comparability table is in use.

Tilsley College uses ECTS for all learning modules and provides a comparability table for credit allocation.

Recommendations:

The VET recommends that QF-EHEA nomenclature be included in the diploma supplement.

Requirements:

The VET suggests a requirement be given that EQF levels be included in the diploma supplement.

Panel Conclusion: Non-compliance.

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

A 2: The VET commends the governance structure and procedures in place at Tilsley College which are well thought out and implemented. This helps ensure the stability and sustainability of Tilsley College.

The VET commends Tilsley College's efforts in developing decision-making structures which include all members of college life.

A 3: The leadership's desire to move from a primarily part-time staff to primarily full-time is to be commended and we encourage them to continue to work towards this aim.

A 6: Tilsley College is very aware of their financial situation and their ongoing needs (e.g. student numbers) and seeks to maximise their income through the rental of conference spaces and facilities.

B 1: The VET commends Tilsley College for the way mentoring and practical training is incorporated into the programmes.

The VET commends Tilsley College for their "Integration week" which provides an excellent opportunity for students to implement, and be assessed on, not just their practical knowledge but also the integration of this with biblical and theological learning.

B 2: Tilsley College draws students from a variety of cultural and national contexts and Tilsley College clearly sees this as a significant part of their work. The VET desires to encourage the colleagues at Tilsley College as they continue to develop and think creatively about helping students to contextualise their learning for future ministry and work in Scotland and further afield.

Tilsley College's graduate profiles are very well developed.

Tilsley College has taken more than appropriate steps to ensure that the education provided fits the contexts and answers the current realities in which students will carry out their ministries e.g. new courses are designed based on new developments such as a refugee course.

B 3: The VET commends Tilsley College's work to ensure each course is developed with a specific need or question in mind for the context.

B 4: The VET commends Tilsley College for the development of a graduation week which shows the culmination of their entire educational journey.

The VET found Tilsley College's diploma supplement to be very impressive and thorough.

SUMMARY OF RECOMMENDATIONS

A 2.4: The VET recommends that the new strategic plan, which is in development, is advised to include information on library development, faculty development, succession planning (as appropriate). It should also include an implementation plan.

A 3.2: The VET recommends that Tilsley College seek to appoint a qualified librarian at least on a part-time basis who can aid in the creation and implementation of a library development plan.

A 3.4: Although ECTE recognised the specific relationship between Tilsley College and its staff, the VET recommends that Tilsley College leadership think creatively about implementing protection for their employees that would usually be in place.

A 5.3: The VET recommends that Tilsley College consider and pursue an inter-library loan partnership and look into acquiring subscriptions to relevant journals.

A 6.4: The VET recommends that a student financial aid policy document be created and made available to all students.

B 2.3: The VET strongly recommends updating all course descriptors (syllabi) to include all learning outcomes, workload information, teaching & learning activities and assessment procedures.

B 3.3: The VET recommends that a course template and design guide be developed to help improve the consistency of course design across the programmes.

B 4.3: The VET recommends that Tilsley College seek to develop a formal policy document for the recognition of prior, non-formal and informal learning which follow national and international principles for mobility. See ECTE Guidelines for the recognition of formal, non-formal and informal learning (p.7).

SUMMARY OF REQUIREMENTS

A 3.3: The VET suggests a requirement be given that faculty development plans must be developed and implemented. This should include adequate time and opportunities to develop in both theological and pedagogical fields.

A 5.3: The VET suggests a requirement be given that a library development plan will be developed and implemented.

B 2.3: The VET suggests a requirement be given that Tilsley College develop curricular maps which show where learning outcomes for the programmes are achieved. These learning outcomes should be developed to include both Tilsley College's mission and goals as well as the QF-EHEA outcomes.

B 5.1: The VET suggests a requirement be given that EQF levels and the QF-EHEA nomenclature be included in the diploma supplement.

IN CONCLUSION

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

The team recommends to the ECTE Accreditation Commission that, subsequent to compliance with the requirements, it grant re-accreditation, with the relevant recommendations listed above monitored through the annual reporting processes of ECTE.

The visitation team would like to record their gratitude to Tilsley College staff 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 Tilsley College 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:

Prof. Dr. Marcel Măcelaru (Team Leader)

Walid Zailaa (D.Min), (VET-Member)

James Lockwood (Student Representative)

Dr. Graham Cheesman (Review Secretary)

May 2023

APPENDICES

Visitation Schedule

Abbreviations Key

- **VET** – Visitation & Evaluation Team (Marcel Măcelaru, Walid Zailaa, James Lockwood)
- **TL** – Team Leader (Marcel Măcelaru)
- **IRC** – Institution Review Coordinator (Allan McKinnon)
- **RS** – ECTE Review Secretary (Graham Cheesman)

Wednesday, 3rd of May 2023				
Time / length	Activity	People involved	Location	Purpose/Notes
8:55 (25min)	Meeting the community – College devotions	- VET - Everyone at Tilsley - IRC	Main Hall	IRC leads. The VET and the purpose of the visit are introduced to the Tilsley community.
9:20 (50 min)	VET briefing	- VET - IRC	Board Room	Planning for the day. An office with internet connection should be made available to the VET to use for the duration of the visit. IRC should join the meeting at 9:35.
10:10 (55 min)	Introductory meeting with Senior Leadership Team	- VET - Tilsley Leadership - IRC	Board Room	TL leads. Inform about ECTE and purpose/ schedule of the visit. Preliminary observations, clarifications regarding the SER and documents submitted/ needed.
11:05	Coffee Break			
11:30 (90+ min)	Tour of the facilities and Inspection of material base and records	- VET - IRC - Staff members as needed		The VET to see the learning facilities, resources available for education, library, administration offices. Viewing student records, databases, etc.
13:10	Lunch Break			
15:00 (45 min)	Meeting the faculty	- VET - Faculty - IRC	Lecture Room 2	TL leads. Discuss faculty activities, procedures, involvement, etc. Tilsley College leadership is not present.
16:00	Coffee Break			
16:30 (45 min)	Meeting pertaining to Institutional Identity and Governance	- VET - Tilsley leadership (including person responsible for Quality Assurance) - Board Members - Finance officers - IRC	Board Room & Lecture Room 2	TL leads. After an initial session together, VET members meet separately with specific individuals (e.g. finances, board, etc.). This will be planned by TL with IRC as needed.
17:45	Dinner			
19:00 (90 min)	VET work session	- VET - RS (as needed)	Board Room & ECTE zoom	Debrief. Review Worksheet. RS will provide a zoom link.

Thursday, 4th of May 2023

Time/length	Activity	People involved	Location	Purpose/Notes
8:30 (45 min)	VET work session	- VET	Board Room	Debrief. Planning for the day.
9.25 (35 min)	Classroom attendance	- VET - Lecturer and students	Lecture Room 1	VET student representative & VET member attend teaching session(s) Spiritual Formation class
10:00 (45 min)	Meeting concerning curriculum, design and delivery	- VET - Academic Dean - Anyone else responsible for curriculum development	Board Room	TL leads
11:05	Coffee Break			
11.30 (45 min)	Meeting concerning teaching, learning and assessment	- VET - Academic Dean - Selection of faculty (TBD by IRC)	Board Room	TL leads
12:15 (45 min)	Meeting concerning student formation, community, pastoral care	- VET - Student formation leaders - Community deans - Local church leaders - IRC	Board Room & Lecture Room 2	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 TL and IRC.
	Meeting concerning training and placements	- VET - Placement and internship leaders - Employers		
13:10	Lunch Break			
14:00 (30 min)	VET work session	- VET	Board Room	Team time / review worksheet
15:00 (45 min)	Meeting the students & alumni	- VET - Students - Alumni - IRC (initially, then steps out)	Board Room & Lecture Room 2 & Student Lounge	Three meetings in parallel. <ul style="list-style-type: none"> - VET student representative meets with students. - VET member meets alumni. - VET member meets persons responsible for practicum
	Meeting concerning practicum	- VET - Tilsley person responsible for practicum		
16:00	Coffee Break			
16:30 (45 min)	Meeting concerning staff, HR, administration	- VET - Staff members - Administrators	Board Room	TL leads. After an initial session together, if needed, VET members meet with specific individuals separately. To be planned by TL and IRC as needed.
17:45	Dinner			
18:30 (90 min)	VET work session	- VET - RS (as needed)	Board Room & ECTE zoom	Debrief. Review Worksheet

Friday, 5th of May 2023

Time/length	Activity	People involved	Location	Purpose/Notes
7:30	Breakfast			
9:25 (30min)	Classroom session	-VET	Lecture Room 1	VET student representative & VET member attend teaching session(s) Biblical studies class
8:00 (180 min)	VET work session	- VET	Board Room	Debrief. Review Worksheet
12:00 (60 min)	Final meeting	- VET - Tilsley leadership - RS - IRC	Board Room & ECTE zoom	Discussing interim report with Tilsley leaders. A room with the possibility for zoom connection is necessary.