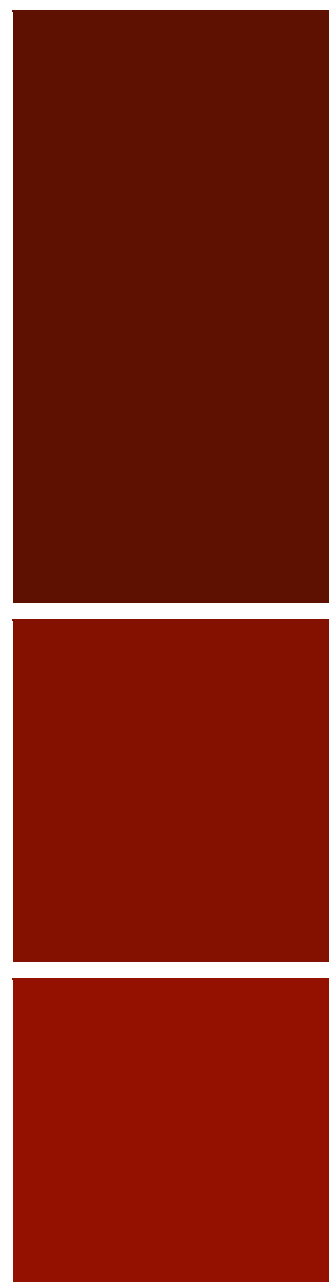


# REVIEW REPORT

IGW International

'Institut für gemeindeorientierte Weiterbildung,'

Related to a visit for a Programme review of accreditation; May 31<sup>st</sup> –  
June 2<sup>nd</sup> 2023



European Council for  
Theological Education

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ECTE

# Table of Contents

A. EXECUTIVE SUMMARY .....	3
B. INTRODUCTION TO THE REVIEW .....	3
Description of the review	3
Programmes	3
The Visitation Team	4
Visit Arrangements	4
Visit Schedule	5
C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES.....	7
General Description of Institution and Programmes	7
Vision and mission	7
History	8
Facilities	8
Governance	8
Educational and non-educational Staff	9
Budget	10
Student Numbers	11
How the school prepared for the review	12
D. FINDINGS OF THE REVIEW.....	14
Description of the extent of the review	14
PROGRAMME STANDARDS.....	15
Standard B1 - Holistic Integration	15
Standard B.2 - Curriculum Development	18
Standard B.3 - Learning, Teaching and Assessment	23
Standard B.4 - Student Admission, Progression, Recognition and Certification	26
Standard B.5 - Qualification Nomenclature and Credits	28
Standard B.6 –Quality Assurance of Institutions	30
SUMMARY OF COMMENDATIONS	34
SUMMARY OF RECOMMENDATIONS	34
SUMMARY OF REQUIREMENTS	35
IN CONCLUSION	37
APPENDICES.....	38
Visitation Schedule	38

## A. EXECUTIVE SUMMARY

Report of a review of four programmes at IGW International (Institut für gemeindeorientierte Weiterbildung), an alternative provider of higher education.

This report relates to a process, including a desk analysis of the Programme Self-Evaluation Reports (P-SERs) plus supplemental documentation provided to the visitation team and an on-site visit 31<sup>st</sup> May to 2<sup>nd</sup> June 2023, for the purpose of accrediting IGW's programmes based on the ECTE's *Standards and Guidelines* and other relevant ECTE guideline documents. It finds the school efficient in achieving its intentions in theological education, suggests to the ECTE Accreditation Commission nine commendations of excellence, four recommendations and eight requirements.

## B. INTRODUCTION TO THE REVIEW

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### Description of the review

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This is a programme review of IGW as an alternative provider of higher education, dedicated to the development of men and women for Christian ministry in both national and international contexts.

IGW obtained institutional accreditation from ECTE as an alternative provider of higher education in 2022. It has now applied for programme accreditation for their EQF level 6 (Research-Oriented), EQF level 6 (Practice-Oriented), EQF 7 (Research-Oriented), and EQF 7 (Practice-Oriented) programmes.

The documents guiding this review are the Standards and Guidelines of the ECTE, part B (programme standards), the Guidelines for Programme Design, the Guidelines for Site Visits and VETS, the Guidelines for Institutional Status and Qualifications Nomenclature, and Guidelines for Distance and on-line Education.

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### Programmes

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Programmes submitted for accreditation in 2023:

EQF/QF-EHEA	Name of qualification used by IGW-International	ECTS	ISCED Level	ICETE Level	Delivery Mode
EQF Level 6 First Cycle	Studium Praktische Theologie (DE)/ BA Praktische Theologie (CH)	180 ECTS practice-oriented	6	Bachelor	Distance and online
EQF Level 6 First Cycle	Studium in Theologie (DE)/BTh (CH)	180 ECTS research-oriented	6	Bachelor	Distance and online
EQF Level 7 Second Cycle	MAS Missionaler Gemeindebau	60-84 ECTS practice-oriented	7	Master	Distance and online
EQF Level 7 Second Cycle	MAS in Theologie im Fernstudium	60 ECTS research-oriented	7	Master	Distance and online

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## The Visitation Team

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The composition of the VET team to IGW was as follows:

Rev. Dr. Lina Toth (Team Leader)

Dr. David Singh (VET member)

Stephanus Schäl (VET member)

Rev. Ciprian Gheorghe-Luca (Student Representative)

Dr. Grace Al-Zoughbi (Review Secretary)

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## Visit Arrangements

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Four professionally produced P-SERs were constructed following the template set out in the [ECTE protocol for writing an SER](#) and were received, along with supporting documents, in time by the Accreditation Director. The Review Secretary (RS) recommended the team to the Accreditation Commission (AC). The Accreditation Commission approved the team and the dates of the review visit, and these were communicated to IGW by the Review Secretary who also asked the school if they had any reservations about the team members, but there were none. Heike Brandt was part of the original team, however, she had to withdraw due to health issues. Stephanus Schäl replaced Heike Brandt as VET member. As IGW has several study centres, a visit was scheduled to the Hamburg site in Germany. Stephanus Schäl conducted the Hamburg visit on site on 25 May 2023. However, also due to health issues, he was not able to participate physically in the onsite Essen visit. His participation, therefore, was primarily online.

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

1. The RS sent the P-SERs, 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 she received a copy of the visit protocol and set up a Zoom room for meetings as necessary.
4. A Signal group was set up internally for the VET members for fast communication, and a WhatsApp group for fast communication with school.
5. In conjunction with the VET leader, the IRC organised and agreed to a programme for the visit.
6. An initial pre-visit meeting of the VET took place via Zoom to discuss the SER and supporting documents.
7. A working report document was set up using Google Docs for members of the team to access and modify which followed the structure of the interim report form pertaining to the current standards and protocol of ECTE. This was filled out and commented on by 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 was well produced, and discussions held were 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 from the institutional accreditation. Stephanus Schäl conducted a one-day visit to the Hamburg study Centre on 25 May 2023. The review took place over three days plus travel. The on-campus Essen visit began in the morning of Wednesday 31<sup>st</sup> May and concluded in the evening of Friday 2<sup>nd</sup> June 2023.

The review was conducted in English and where needed translation from/to German was provided by the school.

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## Visit Schedule

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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	Teaching Faculty
Study Director (BA)	Board Representatives
Chief of Administration	Stakeholders
Leadership team	Church Representatives
Administrative Staff	Students
Educational Staff (Mentors/Tutors)	Alumni

The team also attended college devotions and classes in Essen and Hamburg.

The complete schedule is in Appendix 1 to this report.

## C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

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### General Description of Institution and Programmes

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IGW has been a member of ECTE since 1980 and has been accredited as an institution since September 2022. Programme accreditation was the logical next step to ensure the quality of the study programmes.

As part of the accreditation of the Institution, IGW received six commendations and two recommendations. IGW received the commendations as encouragement and incentive to continue investing in quality. The recommendations refer to the following points (1) financing model and (2) workload of the dean of students (Studienleiter). IGW has responded to the two recommendations in the P-SERs.

IGW' study centres in Switzerland have been certified since 05.11.2008 by a Swiss provider of quality assurance in continuing education institutions, *eduQua*, which is based in Zurich, and has since undergone several re-audits. The last re-audit took place on 21 February 2023. The re-certification was completed without any requirements, but recommendations were made in the area of teacher training records.

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### Vision and mission

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The wording of IGW's mission statement has changed and evolved several times. However, the core content and values have remained unchanged since its establishment in 1991. The latest version was published in October 2022.

The vision - the hope that drives us: We dream of relevant churches and a renewed society.

The mission - the task that inspires us: We train women and men to become leaders who live the Gospel in word and deed.

As a training partner of local churches, ministries, mission societies and denominations, IGW states that it trains people to be leaders in a way that is specific to each denomination, so that they can live out their individual calling and fulfil their part in the *Missio Dei*.

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## History

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The first IGW study centre (Institut für Gemeindebau und Weltmission) was founded in Zurich in 1991 by Heinz Strupler. His practice-oriented study approach was intended to equip passionate leaders to plant missionary churches. Based on the Willow Creek model, Strupler's model was visitor-oriented worship services. In the following years, IGW extended beyond Switzerland and established study centres in Germany. In 2006 a first comprehensive study reform took place for the purpose of implementing the Bologna education reform. IGW has been certified by *eduQua* in Switzerland since 2008.

About a decade ago, IGW initiated annual Think Tanks on theological topics from a missional perspective. The first Think Tank took place in 2008. Since then, with a few exceptions, a Think Tank has taken place every year. From 2009 onwards, the results of the Think Tanks were published in the form of Proposals. The first publication was the '12 Theses on Missional Theology' (in March 2009).

In 2015, the Study Reform 2015 (ISR 2015) was applied. The study programmes at IGW are aligned according to six areas of competence (theology, spirituality, leadership, communication, social skills, research). In 2018, IGW reformulated its vision, mission, and values and published the policy paper 'How we do theology at IGW'. The meaning of the acronym IGW was changed to 'Institut für gemeindeorientierte Weiterbildung'.

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## Facilities

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IGW does not own or rent a centralized campus, but operates using Study Centres (STC). These STC's mostly utilize rented space from churches. A significant criterion for the location of any STC is good accessibility to public transport, with shopping places nearby.

STC have at least one large classroom, a kitchen for self-catering during breaks, and several smaller rooms for individual conversations, huddles, and group work. Free Wi-Fi is available for teachers and students. Due to the central location of the STC and due to the nature of programmes, overnight accommodations are not provided.



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## Governance

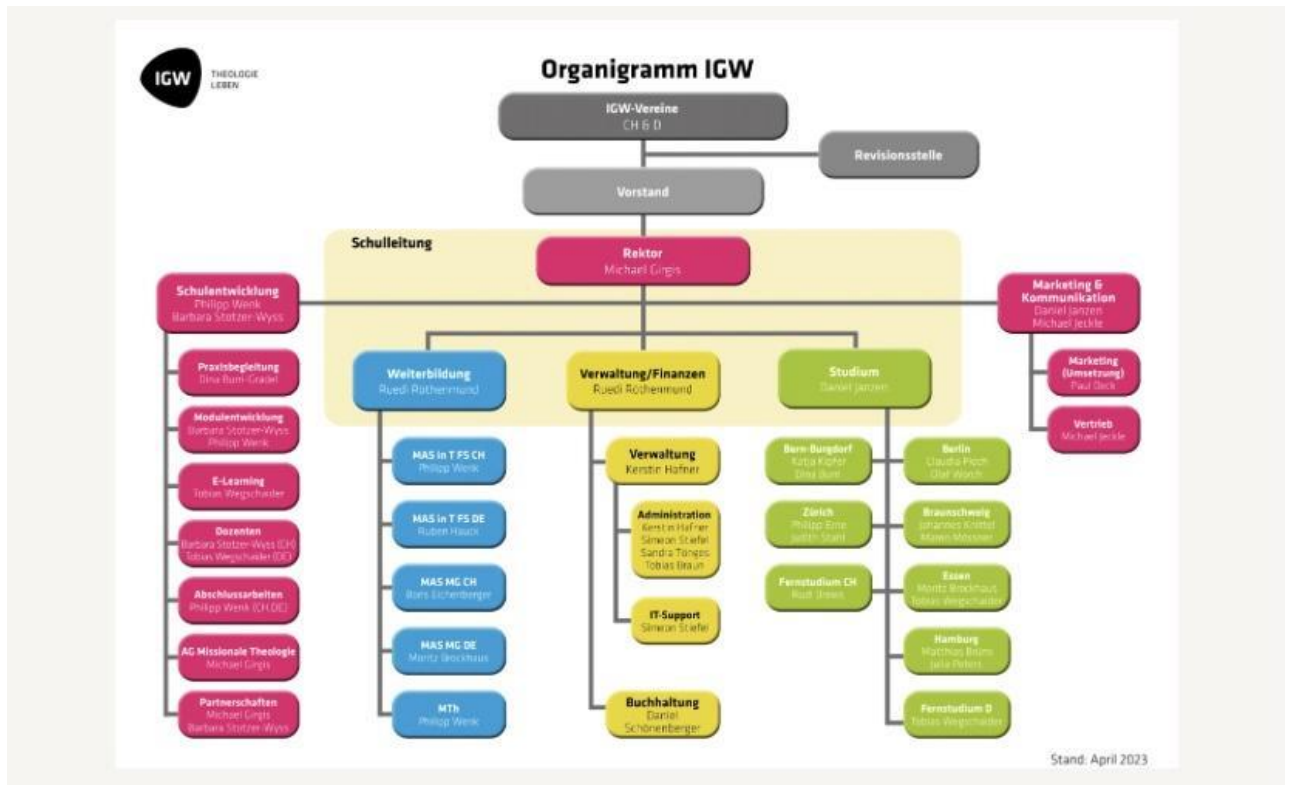
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IGW is legally organised in two associations (Verein) located in Germany and Switzerland. Together they constitute one general assembly (GA) as supreme governing body. The GA elects new board members, approves the audited accounts, and amends the Statutes of the two associations. The International Executive Board manages the two associations and is responsible for IGW's legislation, strategic direction, and finances. Board members represent a cross-section of church associations in Germany and Switzerland. Thus, IGW International has two associations, one board, and one executive board to coordinate operations.

The Management team includes the Rector and four department heads:

1. Finance/IT/admin.
2. EQF Level 6 Programmes Head.
3. EQF Level 7 Programmes Head.
4. Head of Marketing.

The organisational chart provided by IGW is as follows



There appears to be a clear distinction between Governance and Management.

## Educational and non-educational Staff

IGW does not have full faculty members. All teaching staff are contracted on a remuneration basis.

Besides the teachers for on-site classes, IGW has the following roles:

### Non-Educational Staff

Studienleiter STL (dean of students, tutors)

The STL are employed by IGW. The task of the STL is to supervise the students on site at the study centres. A dean of students is also assigned for each distance learning student. The study leaders advise students on administrative issues and answers questions about their studies. They also support students in their personal and spiritual development through coaching groups or personal conversations. Most Studienleiter teach a few days a year (2-8 days a year). Due to the



requirements of eduQa, directors of studies are required to complete the training as adult educators within the first years of their employment. Regular subject-related and didactic continuing education is required by eduQa.

## **Educational staff**

### **Teachers**

IGW does not have permanent teachers. All teaching staff teach on a contracted basis. There are also STL who occasionally teach, although teaching is not part of the job description of an STL (see above).

Normally, teachers at IGW teach one module of 4 ECTS. Which is the equivalent of 4 teaching days. In a few cases, teachers teach several modules or modules with 2 ECTS which is the equivalent of 2 teaching days.

In addition to the teachers for on-site classes, IGW has the following job descriptions:

Lernbegleiter (Learning Guide)

Supervision, monitoring and correction of distance learning modules

Korrektoren (Corrector)

Correction of papers for on-site modules when lecturers (usually due to time constraints) cannot take on corrections.

IGW evaluates professional competence and practical experience in relation to the subject matter when selecting teachers. Teachers also need to be acquainted with the activities of the Church and Christian organisations and be able to connect theory and practice. 90% of the teachers are pastors or leaders of Christian ministries or mission organisations. The remaining 10% are active in theological education outside their commitment at IGW. Additional requirements include experience in adult education and personal faith in Christ.

The challenge of developing the teaching culture and theology at IGW remains due to the transnational work and the high number of teachers, each with a small teaching load, despite applying these selection criteria measures and the awareness of the challenges by the IGW leadership.

IGW employs a total of 27 people in the areas of administrative leadership and student services. Additionally, there are approximately 90 lecturers who are contracted, and a further ten who are part of the learning support staff who supervise students in modules and correct and assess module certificates.

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## **Budget**

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The budget of IGW (for D-A-CH) totals approximately 1.4 million CHF annually. Fees and tuition account for 85 % of income, donations for the remaining 15%.

Accounts of the school are externally audited.

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## Student Numbers

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	EQF Level 6/First Cycle Studium Praktische Theologie (DE) Bachelor of Arts in Practical Theology (CH)		
	Entering	Total number	Graduating
2018-19	48	155	18
2019-20	53	182	14
2020-21	53	181	26
2021-22	51	178	20
2022-23	75	185	-

EQF Level 6/First Cycle Studium in Theologie (DE) Bachelor of Theology (CH)			
	Entering	Total number	Graduating
2018-19	9	27	3
2019-20	1	25	5
2020-21	2	14	2
2021-22	3	12	2
2022-23	1	8	-

EQF Level 7/Second Cycle MAS in Missional Community Building			
	Entering	Total number	Graduating
Study programme has only been offered since 1.9.2020			
2020-21	26		-
2021-22	21	41	-
2022-23	19	50	-

EQF Level 7/Second Cycle MAS in Theology by Distance Learning			
	Entering	Total number	Graduating
Study programme has only been offered since 1.9.2020			
2020-21	14		-
2021-22	14	25	-
2022-23	17	39	-

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## How the school prepared for the review

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After IGW was accredited as an institution by ECTE in September 2022, the school management decided in October 2022 to start the programme accreditation

After reviewing the reference documents, the following steps were taken:

- October 2022: Review application submitted for four study programmes.
- End of December 2022: Draft version of P-SERs including all supporting documents.
- Mid-February 2023: Gather programme-specific content.
- Mid-February 2023: Revision of all parts of the P-SERs.
- Mid-March 2023: Translation of the P-SERs into English.
- 31 March 2023: Submission of P-SERs to ECTE. The SERs were submitted two months prior to the scheduled visit as required, with supporting documents.

The P-SER team consisted of:

- Rector IGW, CEO - Identity and Purpose / Conclusion, Revision of entire P-SERs.
- Head of Studies (EQF Level 6).
- Head of Continuing Education (EQF Level 7).
- Director of Studies Master Distance Learning, Module Development & Lecturers.
- Executive Master of Business Process Management, CFO, Executive Board IGW - Finances and Sustainability.
- Head of AGS (Arbeitsgruppe Schulentwicklung /Working group of school development), Module Development & Lecturers - Educational Resources, Summary, Governance and Quality Assurance, Revision of P-SERs, process management and contact person with ECTE.

## D. FINDINGS OF THE REVIEW

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### Description of the extent of the review

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This report relates to a Review of IGW with a view to accreditation of its programmes.

The Institutional Review took place at IGW Zurich in 2022, while the Programme Review took place onsite in Hamburg and Essen (Germany). As part of the Programme Review, on 25 May 2023, Stephanus Schäl visited the Hamburg site in Germany to evaluate if students receive comparable and equal services in study centres.

The analysis in the following section will make it explicit when the commentary applies to all or individual programmes.

# PROGRAMME STANDARDS<sup>1</sup>

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## Standard B1 - Holistic Integration

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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:

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

- B.1.1 Competencies- Modules Matrix BA and MAS
- B.1.1a Competencies and Learning Goals
- B.1.1c Curriculum B.Th.
- B.1.1 Curricula MG
- B.1.2b Module Descriptor B.Th.
- B.1.2 Story Brands MAS
- B.1.2 Virtual Campus and meeting place of fine minds
- B.1.3 Intervision
- B.1.4a Handout for lectures
- B.1.4 MAS MG Module Descriptors
- B.1.5 Factsheet Praxisarbeit 2023
- B.1.5 c Study practice contract

### Analysis:

#### Aspects relating to all programmes under review:

The VET found IGW's integration of academically focused and competence -oriented learning activities with spiritual formation and character education to be exemplary. holistic integration is present in all four programmes the VET Team reviewed, and clearly featured in every single conversation the VET held, with students, alumni, church representatives and mentors, board members, and, of course, staff. At a later stage in this report, however, some questions are raised with regards to the *development* of competencies, particularly across the levels, and in regard to purely distance learning.

Spiritual formation is at the heart of all four programmes - including those which are designated as research-oriented. This is particularly important given the theological/denominational variety in both the student body and the teaching faculty. Again, it was clear to the VET the way theory, practice and character are integrated in the curricula.

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<sup>1</sup> Analysis and compliance statements apply to all programmes unless otherwise specified.

However, the VET noted that the experience could be quite different for purely (or mostly) distance learners. This transpired clearly in the VET's interactions with alumni representatives. Specific pointers are provided in this regard at a later stage.

Character education has its own separate learning field in the EQF 6 programmes but is less expressed in the EQF 7 programmes which assume greater maturity of age and ministry experience in a particular faith community.

Although all four programmes under review (including research-oriented ones) have a strong practice element (dual delivery, or learning in situ), outcomes and learning activities related to academic study are clearly spelled out. It is clear that in addition to subject-specific knowledge and understanding, students develop intellectual virtues and abilities such as critical thinking, ability to find information and ability to apply knowledge. Lifelong learning is supported in the design of the programmes. However, areas of further development in relation to clear distinction between research- and practice-oriented programmes, programme-level learning outcomes and marking criteria, which support academic achievement on the appropriate academic level will be discussed. This is particularly important in IGW's context, with numerous people involved as teaching faculty.

All four programmes include practical training (EQF 6 programmes have a strong emphasis on the practical element; EQF 7 programmes assume the in-ministry context of the students), in its basic assumption that learning will take place while on placement/work context, rather than preceding practical involvement in ministry and mission. Where appropriate (in EQF 6 programmes), practical training components that are part of the formal learning plan and are mapped onto the curriculum, are appropriately assessed, given credit, and included in the total calculation of ECTS credits.

#### Aspects relating to individual programmes:

Mentoring plays a particularly important role in both EQF 6 programmes: All students have a mentor for internship/practicum components (Praxisbegleiter). Mentors normally meet with students on site once per month and provide input and feedback on personal spirituality, character and practice

On the EQF 7 level, the approach is somewhat different. First, there are annual checkpoints, at which the dean of students meets with the students one-on-one online in a mentoring role. This seems to be much more about the academic aspects of the programme than holistic issues. Secondly, students are offered participation in peer groups where mutual mentoring takes place through various methods of collegial exchange. The expectation is that mentoring takes place informally as students learn from each other and deepen their own experiences.

#### **Commendations:**

**Commendation:** The VET commends IGW for the careful, intentional, and contextually relevant integration of academically informed, competence-oriented learning activities with spiritual formation and character education in a ministry-minded setting (B.1.1).

**Commendation:** The VET commends IGW for the way spiritual formation is at the heart of the four programmes under review, particularly in providing a balance between open-mindedness and a safe place for exploring one's faith (B.1.2).

**Commendation:** The VET commends IGW for the strong emphasis on the practical training element of their programmes. IGW has well thought out and implemented this element of holistic integration (B.1.5)

**Panel Conclusion: Full Compliance.**



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## Standard B.2 - Curriculum Development

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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.

### Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students. P-SERs D.2.1.B.2, D.2.2.B.2, D.2.3.B.2., examination of ancillary documents, in particular,

- B.2.2a How we theologise at IGW
- B.2.2c Story Brand Germany
- B.2.5a List IGW partnerships
- B.2.8 Observation protocol lessons
- B.2.8 Checklist performance records and module
- B.2.8 QM Evaluation Process
- B.2.8b Feedback from itslearning
- B.2.8c Overview of Lesson visits-2015-2023

### Analysis:

#### Aspects relating to all programmes under review:

IGW has two teams ('study' for EQF6 programmes, 'continuing education' for EQF7) which are dedicated to the design, implementation, and review of the four programmes. As will be reflected under B.2.2, since 2015 IGW has significantly revised its approach to teaching and learning by adopting a competence-focussed model. Graduate profiles play an important role in the design of the programmes, and key partners (particularly those providing student placement) are annually consulted on any changes which may be required.

Student input into programme design and approval (and further development) primarily comes from student feedback collected after each course taught at a particular study centre. Student representation does not feature in the strategic planning and review of the programmes, although the VET found anecdotal oral evidence that consistent informal input is given at other points.

The VET Team was not convinced that the qualification resulting from a programme is clearly specified and communicated and refers to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. Given the nuances of IGW operating across several countries with different legal frameworks for educational nomenclature use, IGW needs to implement some important changes in order to ensure that the qualification nomenclature that is used is appropriate and not in breach of protected terminology in the eyes of national authorities. This aspect is commented on in detail under B.5.

The choice of OE/DE delivery is well thought-through, reflecting geographical and occupational realities of some of the students, ensuring maximum flexibility (DE/OE.40).

Understanding its context is one of the obvious strengths of the institution. The skill, energy, and passion in 'reading' the times and the surrounding culture which IGW has invested in designing the programmes is one of its features which the VET has found commendable. The VET particularly observed the institution's commitment to providing in-situ, missional theological training for a number of denominational and church partners. Whilst Bible school or university education are available, IGW's programme, combining academic study and practice, are seen to be offering 'something different', and much more relevant for today's context.

The VET also notes that the institution (as many others) functions in an environment of significant challenges. As noted by the leadership, church landscape is changing swiftly; less people are interested in pursuing theological education, but more students want to do part-time studies and, in a DE, /OE mode. In light of the above, IGW continues to ask: 'What kind of training is needed for this fast-changing environment?'

The P-SERs provided a description of the monitoring process. Students provide feedback on each module taken (but not in any other structured and systematic way). Teaching Faculty are regularly reviewed, which is impressive given the high number of teachers used at different sites, but their involvement as contracted staff in the monitoring process seems to be minimal. The Site Managers (Studienleiter), do not seem to always receive the module evaluations, unless it is exceptionally positive/negative. Yet they are often the ones appointing local teaching faculty.

Aspects relating to individual programmes:

### **Level 6 (Research-oriented)**

The P-SERs for EQF6 programmes state: 'The Module Development Working Group, which is responsible for the review and further development of the individual modules, operates across the divisions (Studies and Continuing Education). This double embedding of the study programme or learning activities regulates and ensures the ongoing development of the [programme]s.' P-SER (p.20).

The competence structure covers 36 competences across six areas: spirituality, theology, research competence, social competence, communication, and leadership. These competences are then expressed in learning outcomes for particular courses and are clearly well thought-through in relation to IGW's context(s) and strategic vision. However, in terms of translating the competences into level- and programme profile-specific learning outcomes, there is some further work to be done. Both EQF 6 programmes - one which is described as practice-oriented and another one as research-oriented - have identical programme-level learning outcomes. In the P-SERs for EQF 7 programmes, learning outcomes are termed 'study objectives', and again they have very little differentiation (SER EQF7 MAS-MG, p.19; SER EQF7MAS T-FS, p. 18.).

Although IGW states that the two levels build on each other, the VET did not see much evidence of that. Equally, the VET has not seen understanding and evidence of research- and practice-oriented programme differentiation, either on EQF6 or EQF7 levels. IGW has a curriculum map and module descriptors which are described in the Module Handbook for each programme. A variety of learning activities is listed under module descriptors, although in practice specific

learning activities can be chosen by the respective teacher on the site (also depending on the learners' group etc).

The development of curricula and modules is carried out jointly in the division of studies under the leadership of the module development working group. Some input of partners, such as placement partners, is sought, but student input is limited to post-delivery feedback. Teaching faculty seem to have little input, being contracted only to deliver a module at a particular site.

Curriculum for this programme is currently being revised. 'The written products (navigator, flyer, etc.) and the website are being adapted accordingly. The revised programme will be offered as of 1 September 2023.'

IGW has a well-developed and regularly reviewed graduate profiles strategy which arise out of the institution's missional and educational vision. Graduate profiles are discussed in study management meetings and the annual team days. Experiences with enquiries from prospective students are shared on an ongoing basis. The institution cultivates close connections with churches and partner organisations, which provides formal and informal opportunities for graduates. This usually takes the form of employability as well as further study opportunities for its graduates and review programmes accordingly.

Modules within the curricula are designed around the six competence areas. Practical emphasis characterises all programmes but is particularly prominent in practice-oriented programmes on both EQF 6 and EQF 7 levels. For the research-oriented programmes, the tasks in the individual modules integrate research and practice. The latter includes the nature/form of assignments, such as producing a video assignment for 'The World of the Old Testament' or creating a public blog for 'Basic Questions of the Christian Faith' (P-SER EQF6-Theology, p. 21).

Although the VET appreciates the challenges involved in ensuring feasible and sustainable student cohorts and their progression through the programme, further work is required in ensuring that modules reflect an intentional design of progression and sequencing, from foundational to advanced levels of competence. As some modules can be taken either at the very start of the students' programme or later on (e.g., during the FT students' second year of study), this creates two rather different learning situations, which, from conversations with the Teaching Faculty, can be challenging for the student and frustrating from the teacher's point of view. The VET encourages IGW to consider mapping out more explicitly the students' learning development (e.g., spiralling curriculum), rather than merely treating modules as stand-alone learning opportunities. The VET would also suggest that such criteria are applied to different years within an individual programme (i.e., Year 1, Year 2, Year 3, or equivalent for part-time students).

Programmes are designed to serve students with varying availability of study time (e.g., full-time, part-time), and in many cases opportunities to select (and alternate between) 1) 'classroom'/'face-to-face'/'attendance mode', or 2) 'distance' mode. While this allows for advancement with the programme and maximum flexibility (DE/OE.45), it would be helpful for the institution to consider ensuring the content of a particular module or the programme as a whole and the experience of the student is comparable whether it is taken primarily in distance mode or on-site. More on this below.

### **Level 6 (Practice-oriented)**

Each module can be taken as a classroom or distance learning module. In the on-site mode, the lessons and 2/3 of the self-study take place on site at the study centre. One self-study day can be freely planned in terms of location and time. (It seems that in the post-pandemic period, there is a resistance to a self-study day being spent at the study centre, and IGW are continuing to reflect on this.) In the distance learning mode, the lessons are made available as videos.

### **Level 7 (Practice-oriented)**

This programme seems to have a combination of modules offered on-site, hybrid, and online.

### **Level 7 (Research-oriented)**

This is primarily a Distance Learning Programme, designed for holders of non-theological academic degrees. As an asynchronous DE programme, it is designed to provide maximum flexibility, while incentives are provided for students who complete their studies within a defined period.

ECTS-allocation and Recognition of prior learning

ECTS are applied consistently in all programmes quantifying all student learning activities, with the focus being on the demonstration of learning outcomes.

Students may request transfer credit for externally completed coursework toward their degree programme.

The maximum amount of prior learning recognition/awarding of transfer credit is defined per programme and published in the Student Handbook.

### **Commendations:**

**Commendation:** The VET commends the institution for having a clear vision of continued 'reading' of the culture in which it is situated. This has enabled the institution to further reflect on its target groups, graduate profiles, and work towards cultivating relationships with partners thus helping it fulfil this vision. (B.2.4)

**Commendation:** The VET commends IGW for understanding its context and the surrounding culture despite significant challenges. (B.2.7)

### **Recommendations:**

**Recommendation:** The VET recommends that further evidence is provided to demonstrate that modules/programmes delivered completely, or primarily, online, meet the same learning outcomes as those provided on site (DE/OE.41 and B2.2).

**Recommendation:** The VET recommends that module descriptors feature a description of the DE/OE instructional methods that will be used, as per DE/OE.42. Learning activities should be designed within modules to help meet learning outcomes as fitting to the chosen DE/OE delivery context (DE/OE.43 and B.2.3).

**Recommendation:** The VET recommends that the institution ensures that modules reflect an intentional design of progression and sequencing, from foundational to advanced levels of competence within each programme in order to enable appropriate student progression. (Standard B.5.2)

**Requirement:** The VET suggests a requirement be given that IGW ensures clear progression between EQF 6 and EQF 7 programmes which would need to be expressed in distinct learning outcomes and marking criteria. (B.2.2)

**Requirement:** The VET suggests a requirement be given that if IGW decides to maintain the distinct practice/research orientations in their specific programmes, they must ensure clear differentiation between learning outcomes for practice- and research- focused programmes.

Please refer to ECTE Guideline in Distinguishing Research and Practice-oriented programs: [Guidelines-in-Distinguishing-Research-and-Practice-Oriented-Programmes.pdf \(ecte.eu\)](#) (B.2.2)

**Panel Conclusion: Non-Compliance**

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

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### 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:

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

- B.3.1 Study Centre Days Leadership
- B.3.2 Navigator
- B.3.6 Final Report Thesis
- B.3.6 Thesis Evaluation

#### Analysis:

##### Aspects relating to all programmes under review:

The SER statements relating to the Study Centres (B.3.1.) applies to all programmes submitted for review.

The primary section in the P-SERs deal primarily with IGW's theological philosophy in line with the Lausanne statement. However, the section which seemingly outlines the educational philosophy lacks supporting documentation accessible to students, lecturers, correctors, mentors, and collaborating partners. It is unclear where one can find it or if this exists. The document *Navigator* contains a brief section on methods.

Teaching of modules appears clearly linked to the six competencies, and while there are a large number of teachers (17 employed and 71 contracted, according to the list supplied), there is more than a possibility of differences in specific design/approach across teachers who design and teach the same course. Initially, the VET identified this as a potential problem but the interviews helped in clarifying that when the same courses are taught by different teachers, the aim of linking the outcomes to the specific competencies creates an adequate level of coherence in terms of the expected outcomes.

Itslearning is a valuable resource for both teachers and students but its use is limited to those in level 6 and 7 programmes engaged in research as they need to access libraries or online or digital platforms, which is costly. One possibility shared by the VET as a good-practice approach would be for IGW to work on open-source platforms or subscribe institutionally to paid platforms for digital resources specialising in theology. This would enable all students, but especially students in research-oriented programmes to utilise sources for their research papers.

The different layers of support students receive through mentors/tutors, deans, lecturers and those backing them (churches), teaching and learning through lecturers, itslearning combined with opportunities for practical training demonstrates a student centric approach.

Its learning combined with supporting documents such as the handbook, Navigator is found generally adequate especially for EQF 6 level studies. Inevitably students require more resources where they are engaged in research for the major research papers both at EQF 6, but especially for EQF 7 levels.

The details available regarding complaints procedure/mechanism and plagiarism are adequate though it was unclear if IGW has an institutional process for determining the extent or seriousness in suspected plagiarism cases.

The VET noted that there may be accessibility issues for students with physical disabilities especially in IGW Essen. Both the chapel/classroom and the centre have flights of stairs that only able-bodied individuals can access. The VET would encourage IGW to improve access for disabled students.

IGW generally exhibits good practice in module design, and in different ways of their delivery across the EQF levels 6 and 7. Their delivery of these programmes includes full and part time, research and practice orientations, hybrid and distance education. This is intended to ensure that although the mode of its delivery is different, the level of academic rigour and outcomes are generally uniform across the board. The VET found that more robust structures, policies and processes are needed to ensure and document compliance with DE/OE Guidelines. This includes ensuring the teaching faculty are trained and equipped to provide appropriate and equivalent learning experience for DE/OE students.

It is evident that IGW employs a variety of teaching-learning approaches to suit enhanced learning. Its learning, highlighted both by students and teachers as a focal teaching and learning platform, especially helps facilitate those sectors of the programmes that involve teaching of modules and assessments primarily through written assignments or major research papers but also in some cases through oral examination.

It is clear from the documentations submitted and from interviews with students and others involved that student feedback is an essential means of improving quality and continuous development of the programmes. Whilst there is no student involvement in programme design, the existing feedback mechanism for each module is seen as satisfactory by the VET. There is also a mechanism in place for the teachers to give their feedback on student performances related to oral presentations such as chapel leading/preaching or assignments and written assignments.

IGW informs both students and teachers/correctors about the assessment requirements such as the grading grid as contained also in the Handbook. The assessments given by teachers/correctors and evaluators of major research papers through grades and qualitative commentary, forms part of the student learning activity. The grades and the qualitative comments from teachers/mentors motivate students to do better in learning and self-reflection. However, for this to happen, the assessment needs to be appropriate to the programme level, and it must be given in a consistent manner.

### Aspects relating to individual programmes:

The two programmes designated as research-oriented and which require major research papers are distinguished in IGW handbook from the practice-oriented programmes only the definition of page or character count. The issues identified by the VET are:

1. The difference in page count of major research papers between the two research-oriented programmes is marginal.
2. There is a lack of a clear qualitative distinction in how the major research papers are designed in terms of the competencies (organize research/knowledge, apply scientific rules/principles, apply methods correctly and argue in a differentiated/comprehensible way).
3. There is no discernable qualitative difference in the design of proposals between the EQF 6 and EQF 7 research-oriented programmes (cf. QF-EHEA programme level learning outcomes). Both are described as consisting of research questions, object of research, objective/motivation and methods.
4. There is no guideline provided for the assessors of major research papers to examine them appropriately in keeping with the respective levels.

The VET also noted that some teachers of modules do not serve as correctors of student assignments. This means that there are some who are exclusively tasked with teaching and others tasked with marking assignments. This raises questions concerning teaching and learning: how can a corrector with no involvement in the teaching of a module and no interaction with students, adequately evaluate the student's achievement of desired competencies?

### **Requirements:**

**Requirement:** The VET suggests a requirement be given that IGW develop a clearly articulated educational philosophy that is grounded theologically and that undergirds the curriculum and the learning and teaching strategy. (B.3.1)

**Requirement:** The VET suggests a requirement be given to provide documentation on specific additional standards that pertain to DE/OE (see Guidelines for DE/OE p.12 for programmes delivered fully or partially via DE/OE). (B.3.3)

**Rationale:** This is to ensure that students' experience is comparable with respect to the quality indicators across delivery modes.

**Requirement:** The VET suggests a requirement be given that the assessment policy be expanded to include defined formative aspects, and more robust, detailed marking criteria, particularly given the institution's practice of using correctors and multiple teaching staff. (B.3.6)

**Panel Conclusion: Non-Compliance.**



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

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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:

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

- A B.4.1a Application document
- B 4.1.c Registration Office
- B 4.2.b B.Th. Diplom-180 Credits
- B 4.4 Recommendation Hans Muster
- B.4.2a Transcript
- B.4.3 Momentum College- IGW

### Analysis:

#### Aspects relating to all programmes under review:

A thought-out approach in this area was encountered and a good understanding of how the programmes operate independently. IGW has admissions procedures that are clear and fit-for-purpose, an administration software (Academy5), and application forms and competent support staff to assist applicants in the process. Admissions procedures are public, implemented consistently and transparently and are sensitive to issues of equality of access and of student mobility across higher education systems.

IGW has well-defined candidate profiles that can be used during the admissions process to evaluate the suitability of candidate students for specific programmes. As IGW is focused on 'dual education', and the vocational component is highly valued, in addition to academic access standards, candidate students are evaluated based on their Christian commitment, character, and sense of vocational calling. A recommendation from the student's local church or employer is required.

IGW supports academic equality, making provisions for special access cases, for candidates with special needs and in exceptional circumstances. IGW admits students whose academic potential suggests that they will achieve the academic objectives of the graduate profile. Academic admission standards are published by IGW for each programme, specifying the required educational background for each programme. The admissions standards are aligned with comparable higher education access.

There are opportunities for advanced studies within IGW and the GBFE network.

Multiple cooperations with congregational associations give IGW-graduates access to information on open positions in free and regional churches.

IGW recognises prior learning from other schools and institutes and has partnership agreements with numerous training institutions. These agreements specify the criteria for the evaluation of course work for acceptance into IGW-programmes. Regular meetings are held with the training partners and the agreements are revised as needed.

IGW's transfer credit policy is published in the study guide. Applicants apply for transfer credit via a web form. One person per subject area is responsible for evaluating the request and manages the entire process.

**Requirements:**

Requirement: The VET suggests a requirement be given that IGW issues a diploma supplement as part of its graduation documents, and also for the purposes of international mobility. (B.4.4).

**Panel Conclusion: Non-Compliance.**

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## Standard B.5 - Qualification Nomenclature and Credits

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### INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNIZED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

#### Standards examined:

B.5.1 Qualification nomenclature; B.5.2 Credits.

#### Evidence of Compliance:

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

- IGW Website
- E03 Navigator 22-23

#### Analysis:

##### Aspects relating to all programmes under review:

The qualifications resulting from IGW's programmes are not transparently specified and communicated as required by ECTE Standard B.5.1:

- IGW's use of qualification nomenclature is highly inconsistent and at times confusing even for higher education specialists. On the one hand, IGW states in all P-SERs that 'IGW is not state recognised in Germany or Switzerland' and therefore declares itself correctly as an alternative provider of higher education. On the other hand, IGW permanently uses the terms "Bachelor-" and "Masters-degree" on their website(s), on diplomas, and in personal communication.
- Conversations throughout the review confirmed that it is unclear for (potential) students, for many staff members and for graduates if IGW has the right to offer and confer a Swiss or a German academic degree.  
One practical aspect is the issue of how, for example, all German students, who are officially enrolled in Switzerland, can possibly receive German government subsidies (BAföG).
- Within the P-SERs, IGW claims that in Switzerland the Bachelor/Master nomenclature is not protected for use by nationally accredited higher education institutions only but does not provide documentary evidence for this statement. The same applies to using 'Master of Advanced Studies' in the German context.

The communication relating to the qualifications offered through IGWs' programmes is not as transparent as required by ECTE standard B.5.1:

- IGW does not communicate or explain explicitly (website; Navigator, diploma supplement; etc.) that the qualifications are not academic degrees recognised by national authorities - contrary to the representations within the P-SERs.
- IGW does not communicate explicitly if the qualification is claimed to be a German or a Swiss degree.
- When searching for 'IGW Deutschland' on Google the public information given states that it is a 'private university' indicating to the uninitiated that IGW is a nationally recognized Higher Education Institution, which it is not.

The QF-EHEA or the EQF and the difference between research-oriented and practice-oriented programmes are not understood in the design and delivery of the programmes as required by ECTE standard B.5.1:

- Although the different programmes are classified according to the different QF-EHEA and EQF levels within the SERs, most staff- and faculty members are unfamiliar with the differences between them. They are also not evident in the graduation documents
- The same is evident regarding the difference between research- and practice-oriented programmes.
- ECTS are applied consistently and correctly across all programmes (see Charts on page 3 of this report), include all learning activities in each programme and are documented appropriately.

IGW defines the expected student workload in their programmes in terms of ECTS in line with the ECTE Standard B.5.2, the European Framework for Qualifications, and the ECTE Certification Framework.

An awareness of international systems of credit counting or comparability tables of credit value are not evident – most likely because it has not been needed so far.

#### **Requirements:**

Requirement: The VET suggests a requirement be given that IGW provides documentary evidence that the use of Bachelor- and Master nomenclature is allowed according to the legal contexts of Germany and Switzerland. This suggested requirement includes that the nature of IGW qualifications be presented in internal and external communications more transparently by explicitly stating that the respective national authorities in Germany and Switzerland do not recognise these qualifications as academic degrees. (B.5.1)

**Panel Conclusion: Non-compliance.**

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## Standard B.6 –Quality Assurance of Institutions

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### DO THE PROGRAMMES OPERATE IN INSTITUTIONS THAT SATISFY ESG QUALITY STANDARDS

#### STANDARDS EXAMINED:

B.6.1 POLICY FOR QUALITY ASSURANCE B.6.2 TEACHING STAFF B.6.3 LEARNING RESOURCES AND STUDENT SUPPORT  
B.6.4 INFORMATION MANAGEMENT B.6.5 PUBLIC INFORMATION B.6.6 CYCLICAL EXTERNAL QUALITY ASSURANCE

#### Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school. P-SERs D.2.1.B.6, D.2.2.B.6, D.2.3.B.6., examination of ancillary documents, in particular,

- B6.1 a Style Sheet 22-23 IGW
- B6.1 c Corporate Wording manual
- B6.1 e Regulations for Appeal

#### Analysis:

##### Aspects relating to all programmes under review:

IGW has a policy for quality assurance that meets the requirements of **ECTE Standard B.6.1**. Various aspects are published in appropriate documents. The Quality Assurance policy and practice is part of its strategic management.

IGW generally has written QA policies in place, apart from two areas relating to ECTE Standard B.6.1:

1. Though it is mentioned that educational partners are involved in the QA process through 'regular discussions,' it is not evident, and there is no explicit policy or established practice on how this involvement of external stakeholders is conducted (who, when, how) or how improvement initiatives stemming from these conversations are implemented and documented.
2. ECTE Standard B.6.1 addresses the need for developing and implementing QA policies. Whilst IGW has developed good policies, there is no evidence that these are understood, consistently implemented and documented across the institution (especially among those who are not part of the core team of IGW).

IGW seeks to ensure the competence of their teachers according to ECTE **Standard B.6.2**. Nearly all teachers and staff at IGW have an academic degree at least one level above the students' programme. IGW is to be commended appointing many teachers with a terminal degree in their discipline.

The main challenge for IGW is the fact that it does not employ full faculty members. Most teachers are contracted on a fee basis.

1. The VET was unable to assess if IGW fulfils the requirements of B.6.2 in the following areas: *Faculty recruitment*: The 'transparent processes for the recruitment,' of which ECTE Standard B.6.2 speaks, seems unclear at IGW. The VET was not able to identify clear and consistent recruitment policies or processes in the P-SERs or in the conversations during the visit.

2. *Faculty development:* IGW has no institutionalised or structured faculty development arguing that many (but by far not all) of faculty teach at other theological institutions and participate in professional development opportunities there. This line of argument falls short since faculty development is not only concerned with the individual but also with understanding and applying an institution's educational philosophy and design, vision and core values as it relates to the task of teaching in the various programmes. In IGW's situation this also applies to those grading student papers but not teaching in the traditional sense. A faculty development plan is not an option but a requirement for IGW, at the very least to provide a solid introduction and orientation to IGW's educational model across EQF Level 6 and 7 programmes.

IGW provides a range of student services to support learning adequately in compliance with **ECTE Standard B.6.3:** Student services are provided mainly through academic and administrative learning management systems. Academic and general advising services provided by administrative staff, tutors, deans and mentors demonstrates a commendable investment by the institution into their students.

The main challenge regarding ECTE Standard B.6.3 is the support with learning resources that are fit for purpose. IGW does not have its own library (analog or digital), aside from only a few books in the study centres. The VET acknowledges that IGW tries to counter this by encouraging students (a) to use local libraries; (b) to purchase Logos; or (c) to subscribe to Perlego. Nonetheless, the conversations with students, alumni, and faculty showed that only few students use those options and that they all are associated with costs that students must bear themselves.

This provision could be also accomplished by facilitating access routes for all students to learning resources through a combination of initiatives, for example:

- Access to a full-text online database,
- Cooperation agreements with other schools, or university libraries;
- Making excerpts of books available in pdf format via itslearning (while observing copyright regulations, of course);
- Establishing a second-hand bookstore online for students only, so that graduates can sell their books and new students can purchase them at a reasonable cost.

Since ECTE Standard B.6.3 demands an 'appropriate funding for learning and teaching activities' and to 'ensure that adequate and readily accessible learning resources are provided,' IGW does not fulfil this standard.

IGW has appropriate systems to collect, analyse, and use relevant information to manage their programmes in compliance **with ECTE Standard B.6.4** Record-keeping includes updated contact information, student files, grades and transcripts, finances, and alumni.

The VET encourages IGW to continue processing student and alumni data collected for their strategic planning, particularly for quality assurance and further development of their alumni programme.

IGW publishes information about their programmes mainly on their website(s) and in flyers. Apart from the nomenclature use (see Standard B.5.1) the majority of information provided is clear, accurate, up-to-date and fulfils **ECTE Standard B.6.5.**

Apart from the already mentioned nomenclature issue, three areas lack full compliance to ECTE Standard B.6.5.

1. *Module catalogue*: IGW currently does not make a module catalogue publicly available which addresses issues of learning outcomes, learning activities, and assessment tasks.
2. *Level of detail*: According to ECTE Standard B.6.5, the published information should include 'selection criteria, intended learning outcomes, qualifications, teaching, learning, and assessment procedures used, pass rates, learning opportunities available, and graduate employment information.' Not all this information is available on the website. Elements are available in the Navigator, but difficult to locate.
3. *Clarity regarding the programmes*: The different levels of IGW programmes of IGW are clearly identified in the P-SERs, but not in the published information. In the latter, it is unclear which programmes are on which EQF level. Also, the research and practice orientations are not explicitly and transparently described.

The VET suggests that IGW publishes an extensive module catalogue on its website and increases the clarity regarding the different levels and orientations of its programmes.

As relates to ECTE Standard B.6.6, IGW currently undergoes external quality assurance by EDUQua.

A review of the 'B03b Certificate eduQua IGW,' clearly shows that EDUQua only certifies the IGW sites in Switzerland. The German sites are not audited or certified EDUQua. However, the diplomas of all graduates who studied at German and Swiss study centres include the claim 'EDUQua certified.'

The VET strongly suggests that IGW clearly indicate a graduate's designated study centre on individual diplomas with accurate application of the EDUQua certification only for graduates of Swiss study centres.

Alternatively, IGW could seek a comparable external certification for its German study centres.

#### **Commendations:**

**Commendation:** The VET commends IGW for their good and clear QA policies that were developed in the last years. (B.6.1).

**Commendation:** The VET commends IGW for the regular and external certification of the Swiss study sites by EDUQua. (B.6.6).

#### **Recommendations:**

**Recommendation:** The VET recommends that IGW improves the institution-wide implementation and involvement of external stakeholders in the QA policies. (B.6.1)

#### **Requirements:**

**Requirement:** The VET suggests a requirement be given that IGW implement a more structured and institutionalised faculty development program within IGW, which encompasses all teaching faculty and correctors. (B.6.2)

**Requirement:** The VET suggests a requirement be given that IGW supports their programmes adequately with (German) learning resources that are fit for purpose, taking the different levels of delivery and programme orientation into account (see Standard A.5.3).

Normally, this is achieved by defining and documenting learning resources per module/course in the module descriptors (required and recommended). All students in all delivery modes and all study centres must have documented access to these learning resources (Standard B.6.3, see also full text in A.5.3)



## E. Conclusions

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### SUMMARY OF COMMENDATIONS

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1. Commendation: The VET commends IGW for the careful, intentional, and contextually relevant integration of academically informed, competence-oriented learning activities with spiritual formation and character education in a ministry-minded setting (B.1.1)
2. Commendation: The VET commends IGW for the strong emphasis on the practical training element of their programmes. IGW has well thought out and implemented this element of holistic integration. (B.1.5)
3. Commendation: The VET commends IGW for the strong emphasis on the practical training element of their programmes.
4. Commendation: The VET commends the institution for having a clear vision of continued 'reading' of the culture in which it is situated. This has enabled the institution to further reflect on its target groups, graduate profiles, and work towards cultivating relationships with partners thus helping it fulfil this vision. B.2.4
5. Commendation: The VET commends IGW for deep and creative engagement with its context and the surrounding culture despite significant challenges. B.2.7
6. Commendation: The VET commends IGW for their good and clear QA policies that were developed in the last years. B.6.1
7. Commendation: The VET commends IGW for the way spiritual formation is the heart of the four programmes under review, particularly in providing a balance between open-mindedness and a safe place for exploring one's faith. B.1.2
8. Commendation: The VET commends IGW for cultivating an open, friendly, pastorally minded learning environment, particularly through the availability of key staff to the students.
9. Commendation: The VET commends the institution for the passion and the dedication of the employed staff for theological education, rich educational and theological approaches, and IGW's mission.

### SUMMARY OF RECOMMENDATIONS

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1. The VET recommends that further evidence is provided to demonstrate that modules/programmes delivered completely, or primarily, online, meet the same learning outcomes as those provided on site. (DE/OE.41) (B2.2)
2. The VET recommends that module descriptors feature a description of the DE/OE instructional methods that will be used, as per DE/OE.42. (B.2.3)
3. The VET recommends that the institution ensures that modules reflect an intentional design of progression and sequencing, from foundational to advanced levels of competence within each programme in order to enable smooth student progression. (B.5.2)
4. The VET recommends that IGW improves the institution-wide implementation and involvement of external stakeholders in the QA policies. (B.6.1)

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## SUMMARY OF REQUIREMENTS

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1. The VET suggests a requirement be given that ensures clear progression between EQF6 and EQF7 programmes which would need to be expressed in distinct learning outcomes and marking criteria (B.2.2).
2. The VET suggests a requirement be given that if IGW decides to maintain the distinct practice/research orientations in their specific programmes, they must ensure clear differentiation between learning outcomes for practice- and research- focused programmes.

Please refer to ECTE Guideline in Distinguishing Research and Practice-oriented programs: [Guidelines-in-Distinguishing-Research-and-Practice-Oriented-Programmes.pdf \(ecte.eu\)](#) (B.2.2)

3. The VET suggests a requirement be given that IGW develop a clearly articulated educational philosophy that is grounded theologically and that undergirds the curriculum and the learning and teaching strategy. (B.3.1)
4. Requirement: The VET suggests a requirement be given to provide documentation on specific additional standards that pertain to DE/OE (see Guidelines for DE/OE p.12 for programmes delivered fully or partially via DE/OE). (B.3.3)

Rationale: This is to ensure that students' experience is comparable with respect to the quality indicators across delivery modes.

5. Requirement: The VET suggests a requirement be given that the assessment policy be expanded to include defined formative aspects, and more robust, detailed marking criteria, particularly given the institution's practice of using correctors and multiple teaching staff. (B.3.6)
6. Requirement: The VET suggests a requirement be given that IGW issues a diploma supplement as part of its graduation documents, and also for the purposes of international mobility. (B.4.4).
7. The VET suggests a requirement be given that IGW provides evidence that the use of nomenclature is practised in line with ECTE-SG and the legal contexts of Germany and Switzerland; that it uses such nomenclature more consistently (both in internal and external communications) and states more explicitly that competent national authorities do not recognize the qualification (B.5.1).
8. The VET suggests a requirement be given for IGW to implement a structured and institutionalised faculty development program within IGW which encompasses *all* teaching faculty (B.6.2).
9. The VET suggests a requirement be given that IGW supports their programmes adequately with (German) learning resources that are fit for purpose, taking the different levels of delivery and programme orientation into account (see Standard A.5.3).

Normally, this is achieved by defining and documenting learning resources per module/course in the module descriptors (required and recommended). All students in all delivery modes and all study centres must have documented access to these learning resources (Standard B.6.3, see also full text in A.5.3)

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## IN CONCLUSION

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The visitation team recommends to the ECTE Accreditation Commission IGW be judged to be in compliance with the *Standards and Guidelines* of the ECTE in 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 Programme 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 IGW 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 IGW 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:**

Rev. Dr. Lina Toth (TL),

Dr. David Singh

Stephanus Schäl

Rev. Ciprian Gheorghe-Luca (Student Rep),

Dr. Grace Al-Zoughbi (Review Secretary)

**June 2023**

APPENDICES

Visitation Schedule

Wednesday, May 31 – Study Center Essen, Liebigstrasse 7, 45145 Essen				
08:30 – 09:00	Devotion	Transfer to Essen Study Center		Sandra Tönges
09:00 – 09:45	lesson	Team Briefing		STC ESS room: small VET Team Barbara Stotzer
10:00-10:45		Senior Leadership Team and Board Barbara Stotzer-Wyss, Course Development (in person) Michael Girgis, Director (in person) Michael Bendorf, Board Member (in person) Ruedi Röthenmund, Study Director MAS (online) Daniel Janzen, Study Director BA (online) Weblink (bsw)		STC ESS room: small Barbara Stotzer
11:00 – 11:45		IGW Board member (1) Dr. Michael Bendorf, Board Member (in person)	WG Course Development 1 (2) Holistic integration / Curriculum Development / Learning Teaching assessment Barbara Stotzer-Wyss, Course Development BA-Level (in person) Tobias Wegschaider, Course Development LMS (in person) Philipp Wenk, Course Development MA-Level (online)	STC ESS Room1: Office Room2: small Barbara Stotzer Michael Bendorf

			Weblink (bsw)		
11:45-12:30		Team Time /Review Worksheet		STC ESS room: small	VET Team
13:45-14.30		<p>Administrative Staff 1 (Host Barbara)</p> <p>Ruedi Röthenmund, Chief of Administration (online)</p> <p>Sandra Tönges, IGW Staff DE, Accounting &amp; Student Administration (in person)</p> <p>Tobias Braun, IGW Staff DE, Accounting &amp; Student Administration (in person)</p> <p>Michael Jeckle, Chief Communication (online)</p> <p>Daniel Schönenberger, Accounting CH (online)</p> <p>Kerstin Hafner, Accounting &amp; Student Administration IGW Staff CH (online)</p>	<p>Students of MAS MG und MAS T FS 2 (Host Moritz)</p> <p>Jana Scheuermann (MAS MG – in person) ü</p> <p>Simone Demsky (MAS MG - online)</p> <p>Samuel Schwamm (MAS MG – in person) ü</p> <p>Susanne Hofer (MAS T FS - online)</p> <p>Majanka Choque (MAS T FS - online)</p>	STC ESS Room1: small Room2: Office	Barbara Stotzer Moritz Brockhaus
14:45 – 15:30		<p>Educational Staff (Mentors/Tutors)</p> <p>blended conversation with at least 5 colleagues from Sites zoomed in to include one in Germany (Host Moritz)</p> <p>Tutors/Dean of students</p> <p>Tobias Wegschaider, IGW Staff DE, STC Essen &amp; Distance Learning FSBA (in person)</p> <p>Moritz Brockhaus, IGW Staff DE, Tutor and Site Manager, STC ESS &amp; MAS MG (in person)</p> <p>Claudia Pioch, IGW Staff DE, Tutor and Site Manager, STC BER (online)</p> <p>Philipp Wenk, IGW Staff CH, Tutor and Site Manager MAS T FS (online)</p> <p>Mentors BA/ST PT &amp; BTh/TH</p> <p>Jens Vogel (mentor of practical work – in person)</p>		STC ESS room: small	Moritz Brockhaus

15:30 - 16:30		Team Time /Review Worksheet		STC ESS room: small	VET-Team
16.30 – 17:15		Teaching Faculty (1) (Host Moritz Brockhaus) Dr. Philipp Mertens (online) Dr. Gunnar Begerau (in person) Dr. Eddy Lanz (in person) Dr. Tillmann Krüger (online)	Meeting with Alumni MAS (2) (Host Barbara) Christian Lampart (MAS T FS - online) Magnus Balters (MAS T FS - online)	STC ESS Room1: small Room2: Office	Barbara Stotzer Moritz Brockhaus
17:15 – 18:00		Team Time /Review Worksheet		Room: small	VET-Team
<b>Thursday, June 1 – Study Center Essen</b>					
08:00 – 08:30		Transfer to Study Center Essen			Sandra Tönges
08:30 – 09:00		Morning Devotions with students		STC ESS room: Kapelle	Moritz Brockhaus
09:00- 09:45		Team Briefing		STC ESS room: small	VET Team
9:45- 10:00		Break			Sandra Tönges Tobi Braun
10:00- 10:45		Visit Class “ Living inspiring discipleship (Begeisternde Nachfolge leben)” (BA/ST PT) Michael Girgis		STC ESS	Michael Girgis

				room: Kapelle	
10:45 – 11:00		Break			Sandra Tönges
11:00 – 11:45		<p>WG Course Development 2 (1) (Host Barbara)</p> <p>Admission, progression, recognition, certification / Qualification / Quality</p> <p>Barbara Stotzer-Wyss, Course Development BA- Level (in person)</p> <p>Tobias Wegschaider, Course Development LMS (in person)</p> <p>Philipp Wenk, Course Development MA-Level (online)</p>	<p>Students (BA/ST PT &amp; BTh TH) (2) (Host Moritz)</p> <p>Emily Vogel (ST PT - in person)</p> <p>Jonas Pletsch (ST PT -in person)</p> <p>Debora Profita (ST PT - in person)</p> <p>Lukas Müntiga (ST PT FS - online)</p>	<p>STC ESS Room1: Office Room2: small</p>	<p>Barbara Stotzer Moritz Brockhaus</p>
11:45 – 12:30		Team Time /Review Worksheet		Room: small	VET Team
12:30 – 13:45		Lunch (VET-Team, bsw, mg, mo, tw.)		Restaurant Zur Platte	Moritz Brockhaus
13:45 – 14:30		<p>Board Member and Regional Leader (Stakeholders)</p> <p>Host Moritz Brockhaus</p> <p>Fritz Peyer, Board Director (online)</p> <p>Weblink (mo)</p>	<p>Meeting with Alumni BA/ST PT &amp; BTh/TH (Host Tobias Wegschaider)</p> <p>Fabian Bortloff BA (ST PT- in person) ü</p> <p>Angela Korthals BA (ST PT - online)</p> <p>Eliane Freiburghaus (BTh – online)</p> <p>Annika Zwick (ST PT FS – online)</p> <p>Weblink (tw)</p>	<p>STC ESS room: Office room: small</p>	<p>Moritz Brockhaus Tobias Wegschaider</p>
14:30- 14:45		Break			



14:45 - 15:30		Meeting with church representative Rainer Lorenz (in person) Egbert Warzecha (in person) Falls nötig Weblink (mo)	STC ESS room: small	Moritz Brockhaus
15:30- 16:30		Team Time /Review Worksheet Decide on need for follow-up conversations	STC ESS room: small	VET-team
16:30- 17:30		Spare Time for follow-up conversations  Weblink (bsw)		Barbara Stotzer Michael Girgis Philipp Wenk Ruedi Röthenmund Daniel Janzen
17:30		Transfer to hotel (team only) - taxi		Sandra Tönges / Tobi B
		<b>Friday, June 2 – Study Center Essen (nur st, bsw, ev. mo)</b>		
8:30 – 9:00		Transfer to study center		Sandra Tönges
09:00 - 12:00		Finalising Report (commendations, recommendations, requirements)	STC ESS room: small	VET-Team
13:00 - 14:30		Sharing Conclusions with leadership team Review Secretary Grace Al-Zoughbi (online) Barbara Stotzer-Wyss, Course Development (in person) Michael Girgis, Director (online) Ruedi Röthenmund, Study Director MAS, chief admin (online) Daniel Janzen, Study Director BA (online) Weblink (bsw)	Room: small	Barbara Stotzer

## Appendix 2

### Hamburg Site Visit

**Arrival:** Arrival in Hamburg on May 25 at 10:00 am.

#### Meetings

- Leadership of IGW Hamburg
- Students
- Faculty
- Educational/Administrative Staff