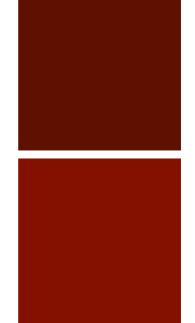# REVIEW

REPORT

Theologisches Seminar Adelshofen
Related to a visit for a Cyclical Review;
November 28-30, 2023

European Council for
Theological Education

ECTE

Table of Contents

A. EXECUTIVE SUMMARY

Report of a Cyclical Review of Theological Seminary Adelshofen / Theologisches Seminar Adelshofen (TSA), an alternative provider of higher education (AP).

This report relates to a process, including a desk analysis of the Cyclical Self-Evaluation Report (C-SER) plus supplemental documentation provided to the Visitation Evaluation Team (VET) and an on-site visit 28-30 November 2023, for the purpose of accrediting TSA's institution and programme based on the European Council for Theological Education (ECTE)'s *Standards and Guidelines* and relevant ECTE Supplemental Guidelines. The VET suggests to the ECTE Accreditation Commission (AC) 14 commendations of excellence, 4 recommendations and 1 requirement.

B. INTRODUCTION TO THE REVIEW

Description of the review

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

TSA obtained institutional and programme accreditation from ECTE as an alternative provider of higher education in 1980 with the last re-accreditation in 2017.

The documents guiding this review are the Standards and Guidelines of the ECTE, the Guidelines for Programme Design, the Guidelines for Site Visits and VETS, the Guidelines for Institutional Status and Qualifications Nomenclature.

Programmes

Programme submitted for accreditation in 2023:

EQF/QF-EHEA	Name of qualification used by TSA	ECTS	ISCED Level	ICETE Level	Delivery Mode
QF-EHEA Cycle: First Cycle EQF level 6	Staatlich anerkannte/r Gemeindepädagoge/in und Missionar/in	240 ECTS credits	ISCED 655	Bachelor	Residential

The Visitation Evaluation Team

The composition of the VET to TSA was as follows:

Katharina Penner (Team Leader)
Dr. Rev. Parush Parushev (VET member)
Eri Ndrica (VET member)
Dr. Beneamin Mocan (Student Representative)
Dr. Grace Al-Zoughbi (Review Secretary)

Visit Arrangements

The Self Evaluation Report (SER) was written following the template set out in the ECTE protocol for writing an SER and was received, along with supporting documents, in time by the Accreditation Director (AD). The Review Secretary (RS) recommended the team to the Accreditation Commission (AC). The AC approved the team and the dates of the review visit, and these were communicated to TSA by the RS who also asked the institution 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:

- The RS provided access for the VET-members to the SER, supplemental documents, and all previous correspondence with the institution via hyperlink.

- VET members recorded the results of their initial reading of the documents within the shared document.

- The Internal Review Coordinator (IRC) of the institution was identified and received a copy of the visit protocol.

- A WhatsApp group was set up internally for the VET members for fast communication, and a second one for fast communication with the institution.

- In conjunction with the VET leader, the IRC organised and agreed to a schedule for the visit.

- An initial pre-visit meeting of the VET took place via video-conferencing to discuss the SER and supporting documents.

- A shared working report document was set up for members of the team to access and modify throughout the visit. The document follows 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 VET was very warmly received by the leadership and the staff. TSA provided all online and on campus means needed for an effective evaluation of the academic work and communal life. From the team's perspective, 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 institution's current state and response to previous recommendations. The review took place over three days plus travel. The on-campus visit began on 28th November 2023 and concluded on 30th November 2023.

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

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
Academic Dean
Administrative Staff
Educational Staff (Mentors/Tutors)
Teaching Faculty
Board Representatives
Stakeholders
Students
Alumni

The team also attended chapel services and classes in Religious Education, Psalms and Biblical Exposition.

The complete schedule is in the Appendix to this report.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution

TSA has been a member of ECTE since 1980 and has been accredited as an institution since 1980, most recently re-accredited in 2017.

'In addition to German recognition, the TSA has been successfully evaluated and accredited by the ECTE (EEAA) on a regular basis since 1980, most recently in 2010 and 2017.' SER p.5.

Mission and Vision Statement

The Foundation "Lebenszentrum Adelshofen" is a centre of spiritual life where people come to worship God, live in community, and serve people. An essential part of the vision and mission of the work is theological education.

The Vision (as stated by TSA)

Honouring God: Honouring God, that means for us to follow Jesus Christ personally and as a community. He has called us into his discipleship. We trust in his word, the Holy Scripture. It is the foundation and guideline of our faith and life. We take time to listen to God's Word together and anchor our everyday life in common prayer before God. Trusting that he will carry and provide for us, we can dare to take courageous steps.

Living Community: Through Jesus Christ, our Lord, we are united as a community. We participate in each other's lives and help each other in community. Working together, we discover our different gifts and personalities. Acting as a team opens up new ways, creates creative solutions, is a common field of learning and an expression of our Christian conviction.

Serving People: Because of our relationship with God and in community, we want to serve the people of our time in the love of God and promote God's kingdom. Thus, in our various areas of work, we actively engage in the proclamation of the Gospel of Jesus Christ, education, and training for ministry in congregations, global mission, hospitality and pastoral care and counselling.

The Mission (as stated by TSA)

Because many people in our country and around the world do not know God, we set out to share God's invitation with them in a variety of ways so that they may encounter Him, know Him and live with Him. Where people turn to Jesus Christ in trust, God's Spirit creates new, awakened, and eternal life, a life for the glory of God who has the power to change.

We cannot fulfil this mission alone. That is why we pass it on and train others for full-time and voluntary service in church and mission. We connect this training with the common life as Christians.

We offer pastoral care and counselling and welcome guests. Through this, our fellow human beings shall experience encouragement, loving correction, comfort and appreciation.

History

The SER describes the history of the school as follows:

The unique story of Lebenszentrum Adelshofen started with Pastor Dr. Otto Riecker. Dr. Riecker took up his pastorate in Adelshofen in 1950. His desire and prayer for revival at his last pastorate was answered by God in February 1955 during an evangelistic outreach in the village church. Through the preaching of pastor and evangelist Heinrich Kemner (Ahlden/Krelingen), more than 60 people came to a living faith in Jesus Christ. This special event made an impact in the surrounding area and other people also professed their faith in Jesus Christ.

At the beginning of 1958, Rev. Dr. Riecker, together with pastor friends from the surrounding area, began a training programme for young people for full-time service in the church. The Bible School (today: Theologisches Seminar Adelshofen) started in the pastor's living room. The verses, "God calls into existence the things that do not exist "and "In hope Abraham believed against hope" (Romans 4:17-18) became a personal promise and still serve as a spiritual guide today.

With the theological training, Riecker pursued the goal of strengthening trust in the Word of God and sending full-time workers into world mission and church ministry in state and free churches. As the school grew, a larger space was needed, and they moved from the pastor's dining table to a shack on the outskirts of the village. Over time, the wooden hut was transformed into a larger campus and the theological seminary became part of the village life.

During the early days of TSA, the Adelshofen Community (communal living) was founded. In 1962, several students felt God's call to form a religious community to share life and faith together for the glory of God. They wanted to place their lives at the service of God with the three evangelical counsels of chastity, poverty, and obedience. Today, 29 brothers and sisters live here in the "Haus der Kommunität" and work in the Adelshofen Foundation. Other staff support the Foundation or teach at TSA.

TSA still sees itself connected to the tradition of common life, common spiritual rhythm, and common service. The questions of the time are thus answered from the comfort of faith. The work in Adelshofen combines faith and practice through camps, seminars and offers an adventure garden.

TSA is a state-recognised vocational school for congregational education and mission, which offers two training courses within the German education system. Both training courses together form the ECTE-accredited programme of study leading to a degree "Parish educator" which is recognised by the state. This degree is also recognised by regional churches and offers employment opportunities in regional state churches, free churches and in worldwide mission.

Facilities

The TSA campus supports students in achieving their learning goals. The buildings include five classrooms, the former teachers' lounge ("Zurüstung"), the library, the cafeteria as a meeting place, and for practical support the bookstore, a print store as well as a PC workplace. The students have access to a Media room supporting students in their ministry (screen, media). The lecturers and secretary have their personal offices. In addition to the kitchen for the refectory, there are several tea kitchens in the residential corridors as well as rooms for music and band work and an adventure garden. The village sports hall is also available to the students.

Governance

TSA is governed by the Lebenszentrum Adelshofen Foundation. The Lebenszentrum Adelshofen Foundation is an independent organisation that is closely linked to the Baden regional state church, free churches, and other Christian and social organisations.

TSA has a clear organisational structure as follows:

Educational and non-educational Staff

Faculty Members

Year	2019	2020	2021	2022	2023
Faculty, full time	2	2	2	1	2
Faculty, part time	4	6	6	4	4
Visiting teachers	25	26	25	23	29
Non-educational staff	11	11	17	19	22

Budget

TSA's budget was until 2022 part of the overall financial report of the Kommunität Adelshofen e.V., audited by tax advisor Dipl. Volkswirt Horst Kemmler, Dusslingen. The underfunding was covered by the Kommunität Adelshofen e.V.

	2018	2019	2020	2021	2022
Income	113.115	186.905	178.205	225.570	185.849
Expenses	-223.221	-289.996	-316.925	-382.834	-304.273
Result	-110.106	-103.091	-138.720	-157.264	-118.424
Subsidy by Kommunität Adelshofen	110.106	103.091	138.720	157.2641	118.424

Student Numbers

	1	2	3	4 / Graduates
2018-2019	7, 4m/3w	10, 5m/5w	9, 5m/3w	8, 5m/3w
2019-2020	6, 2m/4w	6, 3m/3w	8, 4m/4w	8, 5m/3w
2020-2021	9, 3m/6w	4, 1m/3w	5, 3m/2w	7, 4m/3w
2021-2022	11, 6m/5w	3, 2m/1w	3, 1m/2w	5 (4), 2m/3w
2022-2023	8, 2m/6w	3, 2m/1w	3, 2m/1w	4 (3), 2m/2w
2023-2024	6, 2m/4w	4, 2m/2w	3, 2m/1w	3, 2m/1w

How the institution prepared for the review

January 2023 saw the start of the re-accreditation processes, which had already been prepared in the previous year. In addition to supportive monitoring, the various bodies of academic and practical planning and organisation were also involved. The faculty team was briefed on the upcoming process, values, and approach in 2022 and on the timeline in 2023.

D. Findings of the review

Institutional Standards

Standard A.1 - Identity and Purpose

Institutions have clearly formulated statements of identity and purpose

Standards examined: A.1.1 Identity, A.1.2 Legal and Fiscal status, A.1.3 Vision and Mission, A.1.4 Public information.

Evidence of Compliance:

Meetings with:

- Board
- Registrar
- Leadership team
- Students
- Stakeholders

SER sections A.1.1-A.1.6. Examination of supplemental documents, in particular:

- TSA Information Package
- Mission statement
- Website (https://www.lza.de)
- Mission statement, Vision (website)
- Faculty meeting minutes
- Documents in Folder A.1 Identity (Bescheid, Verleihung)
- ECTE website

Analysis and Assessment:

TSA clearly understands itself as providing evangelical tertiary theological education. They seem to be in good standing with churches whom they serve, supporting and being supported by them. TSA describes their ten values that also overlap with ECTE values. TSA's goal is to provide a living theology for students, thus combining robust theology with the practice. TSA has a holistic mission, understanding itself as a provider of both academic excellence and practical tools for Church ministry. The documents TSA provided indicate a strong sense of evangelical identity, purpose of providing tertiary education following the standards of the State and ECTE accreditation and biblical grounding in all elements of the programme and diverse communal activities. The institution and the programme provide holistic, integrated community and character forming Christian education in line with the most recent trends in the philosophy of virtue education.

Documents and conversations with the leadership confirmed that TSA has appropriate legal status and complies with fiscal and financial regulations of the state of Baden-Württemberg and the national regulations in Germany, suitable for their mission and goals.

TSA is clear in their usage of academic award nomenclatures and clearly state (including on the website) their understanding that they do not award state-recognised Bachelor degrees and that ECTE accreditation is mainly for international comparability, quality assurance and development.

The vision and mission of TSA is to holistically equip, train and form Christians for participation in the building of God's kingdom. The following intertwined aspects make the theological training distinct: Study, Work, Pray, Live. In the study process and communal living the students, faculty, staff, and volunteers follow a shared rhythm of monastic (Benedictine) daily spiritual life. A vision statement is found on the website (detailed, easily understandable explanations, clearly reflects institutional identity, attractive with values). The four core aspects: Study, Work, Pray, Live, are included in other documents.

From the documents and the review onsite, it is clear that the vision and mission statement are known and shared by the members of the community and the major stakeholders, including the alumni. TSA is in transition and the budget is still not completely balanced. It is clear that the leadership is making provisions to back up and expand the strategic vision (see more in A.6).

TSA is a theological training centre that includes two German state-recognised educational programmes as a Vocational College for Parish Pedagogy and a Technical College for Parish Pedagogy and Mission. This four-year training is professionally qualified and recognised by regional churches. This educational programme is certified at European level (DQR/EQF) 6 and corresponds to the Bachelor level according to the ICETE compatibility chart. A full and up to date information package is given to applicants during the application process. A new brochure on TSA is being developed. In addition, the website is currently being completely redesigned to offer a clear, accurate and structured overview in relation to the identity, programmes, and activities of TSA. Their focus is on reaching the young generation, so they are endeavouring to make the website accessible via smartphones too. With regards to being exposed to the public, TSA publishes a magazine four times a year. TSA also uses social media such as Instagram in order to reach the young generation. The VET suggests using public media (website, magazine, conference leaflets) also as a means for holistic faculty development.

TSA publishes sufficient information about their identity, activities and programmes that is accurate and accessible. It uses multiple means of dissemination of the information to the public through conferences, church-based seminars, onsite public events, and alumni activities. The newly designed website has the potential to become a valuable platform for communication to potential students, donors, and the general public. TSA is listed in the network database of the German speaking Institutions for Theological Education.

Commendations:

➢ A.1.1, the VET commends TSA for the strong sense of evangelical, communitarian and virtue character forming Christian education and community lifestyle.

➢ A.1.3, the VET commends TSA for the clarity of vision, which is propagated by the leadership and widely shared by key internal and external stakeholders, particularly the student body.

Panel Conclusion: Full Compliance

Standard A.2 - Governance and Quality Assurance

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE **G**OVERNANCE AND **Q**UALITY **A**SSURANCE **S**TRUCTURES

Standards examined: A.2.1 Governance, A.2.2 Leadership and Management, A.2.3 Decision-making structures, A.2.4 Strategic planning, A.2.5 Internal Quality Assurance procedures, A.2.6 Cyclical External Quality Assurance.

Evidence of Compliance:

Meetings with:
- Leadership team
- Board
- Finance staff
- Faculty
- Staff
- Students

SER sections A2.1-A.2.5. Examination of supplemental documents, in particular:

- Documents from Folder A.2 (Satzung, Geschäftsordnung)
- Minutes of Foundation Council
- Organisational Chart
- Geschäftsordnung, Rahmenordnung für die Dozentensitzung, Minutes of Executive Board and Minutes of Foundation Council
- Advisory Board Richtlinien, Studienhandbuch, Geschäftsordnung, Satzung
- Mission statement
- Vision (website)
- Budget, Audits
- Studien- und Qualitätshandbuch, especially Section 17, Course and faculty evaluation form, Emergency plan, Prevention concept.

Analysis and Assessment:

An elaborate structure is in place for governance and management. Governance for TSA is subsumed by the Stiftungsrat (Foundation Council), management is accomplished by Stiftungsvorstand (Foundation/Executive Board, TSA Rektor is a member). The Foundation Board is accountable to the Stiftungsrat who exercises oversight functions. Stiftungsrat represents stakeholders, preserves TSA identity, is firmly committed and watches over the accomplishment of TSA's mission, clearly understands and supports the commitment to theological education in the community. There is also a TSA Advisory Board (comprised of alumni and external stakeholders). The management functions are accomplished by the Rektorate (Rector and Dean), supported by the TSA Secretary.

Considering ongoing structural changes, the management is fully aware that the decision-making processes need further improvement, especially with the inclusion of students, external stakeholders and alumni.

There is a clear understanding of the distinction between governance and executive management. Members of the executive Foundation Board (5 members) have clearly assigned management areas for which they are responsible, TSA is one of them (Rektor: Schulz). The

team meets regularly to inform each other, discuss, and strategise. Various regular staff, faculty, student, and departmental meetings are in place that also focus on spiritual and character formation aspects.

Leadership is contextually and generationally sensitive, adopts appropriate leadership styles, reflects much adaptability during their transition period, and displays Christian character.

TSA clearly demonstrates the knowledge of the distinction between governance and executive leadership. Decisions are made at different levels. Main strategic decisions are made by the Executive Board. The school management makes decisions regarding the strategic and operational activities of TSA. The heads of each department make decisions for their area. The lecturers make decisions about their teaching subjects. Student government structures are in place. Student representatives participate once in a semester in the faculty meetings. They raise their concerns regarding community life and academic programmes with the Advisory Board.

While mission and vision statements are formulated and core values are defined, the other elements of a Strategic plan are missing in the SER. Due to legal and structural changes financial forecasting data are not yet readily available.

TSA has well-structured policies of internal quality assurance. A positive aspect is that the students are continuously involved in the evaluation of the modules. Also, external quality assurance through advisory bodies and through quality assurance agencies is in place. Onsite discussions with students and the leadership have confirmed that there is a structured process of a review of the student evaluations and faculty feedback on the internal quality.

TSA is cyclically involved in institutional and programme assessment and is regularly evaluated for state accreditation of its academic programmes. Also, the Protestant Church in Germany examines and confirms the curriculum, church representatives (external stakeholders) participate in final examinations, teaching staff are evaluated by the Stuttgart Regional council (see B.2.6). TSA is cyclically involved in reporting to external entities, such as food services, social and pension benefits, fax and financial matters, data protection.

Commendation:

A.2.3, the VET commends the faculty and the leadership for accessibility, open communication, and the search for consensus at different levels of the decision-making process.

Requirement:

A.2.4, the VET suggests to the AC that a requirement be given that a Strategic plan be developed together with the respective stakeholders that outlines goals, needed resources, time frames, responsibilities, accountabilities and monitoring.

Panel Conclusion: Non-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.

Evidence of Compliance:

Meetings with:

- Faculty
- Adjunct faculty
- Academic dean
- Registrar

SER sections A3.1-A.3.4. Examination of supplemental documents, in particular:

- Anti-discrimination and prevention concept
- Hausordnung
- HR-Policies (German)
- Non educational staff
- Folder Educational staff, incl. Faculty Development Strategic Plan, B3 Educational philosophy
- A document on Student-centred learning, Minutes of faculty meetings, Faculty publications
- Salary model (A.3.4 Salary Model)
- A model for fees and remuneration for visiting lectures (→ A.3.4 Sample Guest Lecturer)
- Job descriptions (→ A.3.4 Sample Job Description)
- Ethical codes and regulations (→ A.3.4 Hausordnung)
- Pension scheme (→ A.3.4 Pension Scheme)
- Protocols and minutes of all meetings
- Code of conduct (→ A.3.4 Code of Conduct)

Analysis and Assessment:

Although human resources generally are sufficient, the workload for educational staff seems high with an imbalance of males/females with respect to the student population resulting in high workloads. There are clear guidelines for communal life characterised by respect and relating to legal conventions. Policies demonstrate concern for fair pay, physical and emotional protection, spiritual formation, pension scheme.

TSA has 22 non educational staff. The majority of them are highly qualified for their role areas and responsibilities. They are profoundly involved in the community, participating in theological lectures, Bible group studies etc., offered by TSA.

Non-educational staff are sufficient for the tasks, adequately qualified, spiritually mature; they are involved in the practical parts of TSA education as well as in mentoring and character formation. Many are members of the Community and strongly subscribe to its values. TSA plans for their professional and spiritual development and carefully monitors workloads and conditions of employment (equitable salary, pensions). Staff recruitment, conditions of employment and job descriptions are clear and transparent.

The educational staff are sufficiently qualified to deliver the programme at the respective level. TSA's educational staff is compiled by the residential educational staff and the adjunct educational staff. They profoundly understand and accept TSA's educational philosophy. They are closely connected not just to the academic side of TSA's life, but also with the spiritual life of the community (the convent). This connection facilitates a strong appropriation of TSA's Christian values and promotes a climate of trust and transparent communication. TSA's new leadership works closely with the educational staff, holding regular meetings and discussions especially about their educational philosophy and curriculum development. Being in a period of transition, TSA's leadership closely analyses the possibility of hiring two residential professors by September 2024.

TSA is developing written workflows for different working processes. MS Teams is being implemented so that all staff and students have easy access to all relevant information. In accordance with the new European and German Working Time Act, TSA is developing an internal process to document work hours in consultation with staff representatives. TSA has well developed HR-Policies that deal with issues such as salaries and inflation adjustments, pension scheme, remuneration for visiting lecturers, employee care, annual leaves HR-procedures. The institution properly applies the procedures for all staff and faculty recruitment.

Recommendations:

➢ A.3.3, the VET recommends that TSA continues with its efforts to recruit more onsite educational staff, ideally females, to match the student population, as part of the school's ongoing development plan.

➢ A.3.4, the VET recommends that the current Faculty Development Plan be expanded to include a faculty and staff development policy together with a detailed plan for developing persons in their area of specialisation/work.

Panel Conclusion: Substantial 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.

Evidence of Compliance:

Meetings with:

- Faculty and senior educational staff
- Students
- Stakeholders
- Board
- Also, tour of the facilities
-

SER sections A.4.1-A.4.4. Examination of supplemental documents, in particular:

- Code of conduct
- Hausordnung
- Student contract, Study handbook (Studienhandbuch)
- Richtlinien Advisory Board
- Document on Anerkennungsjahr

Analysis and Assessment:

The TSA is a member of the 'Konferenz bibeltreuer Ausbildungsstätten' (KbA - Conference of bible-believing theological education institutions), Konferenz missionarischer Ausbildungsstätten (Conference of missionary education institutions), the ECTE, the 'Netzwerk-m' and the 'Arbeitsgemeinschaft Evangelikaler Missionen' (AEM - Consortium of evangelical missions). TSA is concerned to promote a community life in which both personal development and spiritual development are in harmony. A core concern of TSA is to ensure that students grow in character and in their academic work. This includes not only the facility itself (cf. housing, sports facilities) and communal mealtimes, but also meetings and times of worship as well as times of silence and prayer during and at the beginning/end of semesters. Shared times in devotions and personal sharing groups deepen relationships and spiritual life. In addition, ad hoc study groups (e.g., in music) foster community life. The mentoring programme supports being shaped by example and challenged in personal growth as well. Graduates, in addition to an alumni reunion, are encouraged to form regional groups where they are aware of each other and support each other in ministry.

TSA is fully involved in and committed to fostering a healthy sense of community life among their members. TSA develops healthy relationships, provides student support systems, provides access to social and physical recreation, facilitates graduate employment and alumni care, organises times of corporate worship and prayer, and nourishes a community where character is modelled and can be emulated.

TSA considers community life as a core component (which is one the main parts of their vision) of theological education and all students, members of staff, faculty and governing board are

actively engaged. Non-curricular activities that are taking place at the seminary, are designed to develop the community life and to contribute to the institutions' mission and vision.

TSA seeks to maintain and develop its relationships with its stakeholder community: students, alumni, donors, other theological institutions as well as professional communities.

TSA is doing commendable work in staying connected to alumni, donors, future employers, future students, and other theological institutions and professional communities. TSA maintains constant relationships with alumni by writing to them and praying for them. The school annually invites all the alumni to the campus and arranges for a special gathering with a certain theme.

Through various mission organisations as their external stakeholder, TSA maintains awareness of the global context and needs. TSA also organises different events where they invite locals to attend, such as an open garden cafe, offering their facilities for the village kindergarten, annual village cleaning, biennial village festival. There are also several initiatives with schools in the area.

TSA Leadership team sees communication as a key element for their life as a community. So, they have taken active initiatives in this regard. For better means of communication between Faculty and Students, the school has switched their E-Campus from Moodle to Teams.

Commendations:

➢ A.4.2, the VET commends TSA for the multiple cooperation agreements that enrich the TSA educational profile and also open venues for graduates for further education.

➢ A.4.4, the VET commends the TSA leadership for taking effective actions to improve communication with internal and external stakeholders.

Recommendation:

A.4.4, the VET recommends that the new website include all information packages necessary for prospective students before enrolling in the institution, such as admission policies, curricula, fees, student's handbook, etc.

Panel Conclusion: Substantial 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.

Evidence of Compliance:

Meetings with:

- Students
- Staff
- Registrar
- Classroom experience
- Library tour
- Also, campus Tour

SER sections A.5.1-A.5.6. Examination of supplemental documents, in particular:

- Mentoring concept TSA, 2023
- Facility plans
- Folder Library, External audit
- Auswertungsformular
- Student progress files

Analysis and Assessment:

TSA seeks to accommodate each student's needs and to provide all the support a residential student needs. Student representatives and alumni highlighted the benefits of the mentorship programme both in their spiritual and character formation and in their professional and career orientation. Students are content with the student services TSA provides. They are well-informed of all the available services: the available mentors, the administrative staff, etc.

TSA provides the appropriate facilities taking into consideration their vision and mission of the institution. TSA has sufficient educational facilities and accommodation facilities, which are in accordance with local and national standards. TSA's leadership is currently planning the modernisation of its study facilities.

TSA has been actively developing the library. The physical collection is adequate for a residential EQF level 6 programme. The development plan pays attention to print as well as digital resources, periodical literature, ILL, access to nearby libraries' digital resources. The budget of 10.000€ per year reflects emphasis on library development, and different study areas are developed in turn.

The library is administered by a theology graduate with skills in organisational administration, and with self-developed librarian skills. He benefits from professional coaching by the librarian from AWM Korntal, and continues professional development through workshops and webinars. The full automation of circulation processes and the 60h per semester of students' help contribute to devoting more time to collection development and cataloguing. Bibliotheca is a

well-functioning library software, used by many other evangelical institutions, which allows for collaboration.

Library facilities are modest but seem to allow for each student to have their own study place. Students receive a Library induction at the beginning of studies.

Given the vision of TSA, the library holdings corroborated with the collaboration with two other State University libraries (Stuttgart and Karlsruhe) are more than sufficient, and they support the learning outcomes of the programme. Both TSA's professors and students are connected with the library, the professors' input being crucial in the acquisition of new books. In this respect, the library budget is sufficient, being especially oriented towards the acquisition of new books.

TSA collects and analyses relevant information data. The students and staff are all involved in the process of providing and analysing data. Data protection regulations are in place and are in accordance with national standards. TSA utilises the findings to evaluate its programme and to build on good practice. The student progress files are in place. They are well documented and stored properly.

TSA has a dedicated and professional IT department which ensures the proper functioning of the network. The IT equipment is being used according to the mission of the institution and is sufficient for the activity of the educational staff. TSA's leadership is being informed, when necessary, regarding the needed improvements of the IT infrastructure.

Commendations:

➢ A.5.1, the VET commends TSA for offering a wide range of student services, for considering attentively the diversity of the needs of each student and assisting in their personal development (A.5.4) and responding to their complaints (B.3.2).

➢ A.5.3, the VET commends TSA for having a library budget with a special focus on the acquisition of new books in accordance with TSA's vision and mission and in close collaboration with the educational staff.

➢ A.5.6, the VET commends TSA for providing and developing the virtual learning platform and accompanying support services.

Panel Conclusion: Full Compliance

Standard A.6 - Finances and Sustainability

INSTITUTIONS HAVE SUITABLE FINANCIAL POTENTIAL, PLANNING, POLICIES AND PROCEDURES

Standards examined: A.6.1 Financial Potential and Planning; A.6.2 Financial Policies and Procedures; A.6.3 Sustainability; A.6.4 Remuneration and Fees; A.6.5 Fundraising.

Evidence of Compliance:

Meetings with:

- Executive team
- Board

SER sections A.6.1-A.6.5. Examination of supplemental documents, in particular:

- Budgets of 2018-2022, Current budget, Audit results
- Geschäftsordnung, Satzung, Minutes, Audit results
- Geschäftsordnung, Satzung, Minutes
- HR-Policies, Studienhandbuch

Analysis and Assessment:

TSA's budget until 2022 was part of the overall financial report of the Kommunität Adelshofen e.V., audited by tax advisor Dipl. Volkswirt Horst Kemmler, Dusslingen. The underfunding was covered by the Kommunität Adelshofen e.V.

The evidence of previous years points to insufficient donations for TSA, which under the previous organisational structure was balanced out by the Community. Structural changes were made in the organisation in 2023 in order to support sustainability. 2023 is the first business year after the structural changes and the year-end financial results are not yet available.

The Foundation Board and TSA are very aware of the needs, are developing a business plan for each area of the Foundation and have started a fundraising campaign specifically for TSA.

Student fees are stable and help cover a portion of the costs.

There are clear written policies in place for establishing, approving, and revising budgets. The budget is prepared by the Foundation chairman together with the Rector, it is discussed by the Foundation Board and approved by the Foundation Council; any overspending needs to be approved by the Council. The budget is monitored quarterly by the Foundation Board.

Procedures are in place to ensure that all income and spending is accounted for and properly documented by qualified personnel. Accounting procedures are clear and transparent and audited by a qualified tax consultancy firm.

There has been a structural change in how the institution is set up, and from what it seems the donors and other external stakeholders fully approve of it by showing continuous financial and other support. The management is well aware of the need to develop a predictable long-term financial base, possibly also through some architectural adaptations of the facilities. The institution aims for sustainability by purposefully attracting a sufficient number of students and hiring more resident qualified faculty. There has been some turnover in faculty and staff. Staff and faculty salaries have recently been adapted to national standards. There are social security and pension plans as well as support for families with children.

Student fees are comparable to other national theological schools, they are public and transparent. They have remained moderate because students can also work on campus in various areas to compensate for tuition payments.

Fundraising procedures are transparent and truthful. Proposals and strategic plans are being developed that represent the needs of TSA.

Panel Conclusion: Full Compliance

PROGRAMME STANDARDS

Standard B.1 - Holistic Integration

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

Standards examined: B.1.1 Holistic Integration; B.1.2 Spiritual Formation; B.1.3 Character Education; B.1.4 Academic Achievement; B.1.5 Practical training; B.1.6 Mentoring.

Evidence of Compliance:

Meetings with:

- Leaders
- Faculty
- Stakeholders
- Staff
- Students of the institution

SER sections B.1.1-B.1.6. Examination of supplemental documents, in particular:

- Curriculum, pattern of weekly spiritual activities, presentation on personal and communal Spiritual formation at the TSA, practical training, and mentoring programmes
- Code of Conduct; Hausordnung
- Modulhandbuch (Curriculum map, syllabi), Studienbuch und Qualitätsmanagement, SER, ECTE Diploma Supplement
- Folder Internships, Feedback forms for Internships, DQR representation of competencies
- Mentoring concept

Analysis and Assessment:

Holistic integration is based on four core values of Live (in community), Study (academic and practical applications), Prayer (encompassing a variety of activities aiming at spiritual growth and biblical literacy) and Work (to serve the community and the social causes).

TSA provides an exemplary embodiment of the theology of Christian virtue education. The holistic approach to integration of academic study with practical application is complemented with social activities and embodiment within shared spiritual life following the Benedictine monastic liturgical rhythm. All these forms provide a robust space for spiritual growth and character formation centred on Bonhoeffer's notion of Gospel informed life together.

Spiritual formation is intentionally part of the learning outcomes of Semesters 1-6 with a conscious effort to include societal changes into discussion; allocated 3 ECTS. It is assessed through journal, partner and group work, homework, and discussion. Aspects such as communal life, regular work with intermittent prayer times and intensive studies are intended to enrich and help connect academic education and personal spiritual life.

Based on the Benedictine tradition inherited from the intimate relationship with the monastic Community on site, TSA successfully follows a model of shaping personal and communal aspects of spiritual formation to fulfil institutional core-values. The programme of Spiritual

Formation has clearly formulated goals and aims at acquiring skills that affect student's devotional life, daily work, interaction in the community and the evangelistic witness.

Character formation is reflected in the seven TSA competencies that are integrated into various modules. They are also specifically evaluated during and after the internships and praxis times. Communal living makes provision for the performance of character formation, role model learning, and imitation.

Character education aims at achieving defined competencies assigned in the relevant modules and reflects formal and non-formal learning activities in ministry during short-term and the concluding long-term practical ministry before graduation. Mentoring is a strong point of the school's programme and an integral part of learning and character formation in the school. It is student centred, flexible, and effective. Students have a choice in selecting a mentor.

Detailed syllabi that indicate learning outcomes and assessment activities define the frame of academic learning. Several of the seven TAS competencies reflect aspects of critical thinking (2,3,5), ability to find information (3,7) and ability to apply knowledge (3,4,5,7). This builds a foundation for life-long learning (Competency 3 Eigenständiges Arbeiten = Self-directed study). Academic components are mapped onto the curriculum, appropriately assessed, given credit, and included in the total calculation of ECTS credits.

Following further on the recommendations from the previous re-accreditation visit in 2017, the Rectorate is discussing ways to reduce the number of low-credit courses by combining them into larger modules to limit fragmentation and emphasise integration.

Academic work is appropriately planned, carried out, monitored and assessed. It includes regulations on calculation of credits for the final transcript (ECTE Diploma Supplement), examination regulations and the evaluation circle for the final thesis and internship.

Practical training operates with short-term and long-term internships during the course of studies within the semester and between semesters. The regulations of the internships are transparent and available to the students. The school assigns practical instructors who submit a report, suggest, and assign grades to the school. The practical training component is well organised with special attention to ensuring possibilities for future employment of the graduates in the field of religious education at state schools. To that end, internships are organised during and between the semesters. The school offers a twofold system of competencies analogous to the state representation (DQR). Practical services, including social learning and conflict resolution skills are comprehensively included in the curricular courses.

Mentoring is a mandatory part of the education throughout all semesters. The mentoring concept includes academic-advising, feedback (on activities and personality) during and after praxis-times and work assignments, consulting for ministry transition with personality evaluation and reflection, spiritual formation, and competencies evaluation/measurement with feedback.

Mentoring is implemented in two stages: 1st year mentoring is paired with smoothing the entry into studies (issues such as vision, calling into pastoral ministry or mission service, time management, group and semester dynamics are discussed). Then, year 2-4, students can choose a mentor and have at least 6 meetings on issues of personality development, future ministry, academic qualifications. Conversations must include evidence of personal reflection. These sessions are a pre-requirement for final examinations. Counselling is offered with persons on-site and externally.

The school is providing a holistically integrated and comprehensive programme for academic learning, practical training, spiritual and character formation within a community of learners and disciples of Christ.

Commendations:

➢ B.1.1, the VET commends TSA for the meaningful integration of all aspects of academic, practical, spiritual, and communal aspects of living together as a holistic community of learners and followers of Christ.

➢ B.1.2, the VET commends TSA for creating a framework for successful Gospel living, informed by communal and personal spiritual formation.

➢ B.1.3, the VET commends the programme for providing space for communal living, practising discipleship, making provision for formal and non-formal interactions, focusing on thoughtful mentoring, role-model learning, and imitation for effective Christ-centred character formation.

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.

Evidence of Compliance:

Meetings with:

- Leaders
- Faculty
- Stakeholders
- Staff and students

SER sections B.2.1-B.2.8. Examination of supplemental documents, in particular:

- Verleihung, Ludwigsburg Kooperation, Diploma supplement
- Modulhandbuch, Studienhandbuch (section Forschung, Examination), Curricular maps, Graduate profile, Mentoring Concept
- Modulhandbuch
- Graduate profile, Cooperations
- Modulhandbuch, Feedback forms for internships
- Modulhandbuch, Anerkennung von Vorleistungen (folder under B4)

Analysis and Assessment:

TSA is state-accredited, which means that their study design, procedures, and assessment activities have been scrutinised by German educational authorities. Design and assessment are geared to DQR (EQF). Cooperative agreements with various educational institutions who accept their qualification and accept transfer credit towards their programmes confirm approval. Protestant churches of Baden and of Württemberg employ their graduates.

Various stakeholders are involved in design, development and evaluation of the programme: Advisory Board, students, conversations with guest lecturers, alumni, churches and mission organisations.

Clearly defined learning outcomes covering academic outcomes, practical skills and competencies as well as spiritual and character formation, are formulated in the Modulhandbuch. There is a well-rounded (though somewhat fragmented but this is being addressed) curriculum that includes opportunities for in-depth academic study, spiritual and character formation, hands-on learning. The qualification enables graduates for sustainable employment in church and mission-related structures.

Courses foster engagement with current issues in society, prepare students for effective Christian life and witness in society. Students receive a broad, advanced knowledge base (see the number of different subjects covered in 4 years) and are stimulated to research. There is a fit-for-purpose graduate profile.

TSA specifies that the programme is practice oriented on EQF 6 level, the curriculum, the competencies/outcomes and the assessment confirm it.

Detailed module descriptors (objective, scope/content, credit, teaching methods, subject and personal competencies, learning activities, assessment, etc.) exist for most modules (published in the Modulhandbuch). Some are still being developed, such as for Spiritual formation which is being revised. Module descriptors also exist for internships, practicum assignments, and mentoring.

There seems to be an ongoing conversation (bilateral between faculty and between Rectorate and faculty, adjunct faculty is also included in the discussion) to prevent content overlap.

The graduate profile matches learning outcomes (it also lists and describes them). It was developed for state accreditation and is also aiming for compatibility with study programmes of the EKD (Lutheran church in Germany), it has been revised and reviewed in 2023. The Graduate profile lists several employment opportunities as well as further study possibilities for graduates.

The curriculum includes robust engagement with theological and biblical studies as evident from the curriculum map.

Short internships of 5-6 weeks and a large internship of 5 months are placed throughout the 4 years of education. They are conducted under supervision, provide exposure to a variety of ministries, are assessed and given credit. The final capstone project is based and reflects on a project from the 5-months internship. This supports the development of research skills.

There is a clear progression and sequencing between year 1 (Certificate) and years 2-4 (EQF 6 level) and also inside of years 2-4, that reflect development from beginner to advanced. Progression in exposure and challenge is also observed in the internships.

TSA uses ECTS calculations for all learning activities with a clear orientation of assessment along defined competencies (own and EQF). Syllabi quantify duration and related credit-count, indicating the learning time for different learning activities; there is a clear study calendar.

TSA has a policy for credit transfer (allocation of credit for prior learning).

Curriculum, module contents, bibliographies and teaching methods are contextually appropriate. Course discussions address societal challenges and emphasise opportunities in the stakeholders' social and religious environments.

Graduates are prepared, through courses and internships, for different vocations, for various social and cultural contexts, for different service settings and employment contexts.

TSA has regular monitoring and review processes using course and faculty evaluation forms, formal and informal conversations. These are part of the internal quality policy. Courses and programmes are revised based on evaluation results, documented feedback from graduates and alumni, discussions in faculty meetings, feedback from external stakeholders.

Commendation:

B.2.3, the VET commends the coherent and elaborate Curriculum Map in the school's Module handbook.

Panel Conclusion: Full Compliance

Standard B.3 - Learning, Teaching and Assessment

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

Standards examined: B.3.1 Educational philosophy and adult pedagogy; B.3.2 Student centred learning and teaching and assessment; B.3.3 Module design and delivery; B.3.4 Variety; B.3.5 Delivery feedback; B.3.6 Assessment.

Evidence of Compliance:

Meetings with:

- Leaders
- Faculty
- Stakeholders
- Staff and students
- Also, observation of lectures

SER sections B.3.1-B.3.6. Examination of supplemental documents, in particular:

- EduPhilosophy (folder B3)
- Demokratische Schulkultur, Studienhandbuch (for complaints, appeals, plagiarism, academic misconduct, compensation for disadvantages in studies), Feedback forms for Internships, Assessment rubric for final research paper
- Course and faculty evaluation forms
- Testate (incl. for internships, mentoring etc.)
- Grundlagenpapier (Research project)
- Studienhandbuch (Examination regulations)
- Final examinations include oral exams for Certificate. For EQF, oral exams, Project research paper, Teaching exam.

Analysis and Assessment:

TSA's new leadership drafted a well-articulated educational philosophy which was developed in the last eight months. The leadership makes continuous efforts in sharing this educational philosophy at all levels of their institution, the entire learning community being actively involved in disseminating TSA's vision and mission. While the initiatives of talking and sharing their educational philosophy are commendable and it would be strengthened by integrating it with existing documents.

The student body is very enthusiastic about the changes the new leadership of TSA brought about, and about the solid grounded theological and spiritual perspective for the future of the school.

Having a limited number of students, TSA is very much oriented towards creating an environment where the student is carefully accompanied in the learning process. In this regard, students are receiving adequate support from the teachers, at the same time being encouraged to be autonomous learners. They have adequate and diverse learning materials, the learning environment being suitable for the proper development of their character and educational structure. The students are part of different small groups, having thus the opportunity of helping one another in the development of their skills. The teaching and the assessment involve various methods in transmitting and evaluating their educational process.

TSA is rich in offering a variety of learning methods. Traditional forms of learning are combined with other forms of learning such as living in community and practical work.

TSA implements good practice in module design in relation to programme delivery strategies and programme level. The school uses different evaluation methods in order to design a module that fits their vision and mission.

Recently the school has reviewed some of their modules with a view to minimise overlap of the content. This process was done in collaboration between the rector, Academic Dean and faculty members.

Assessments are accomplished through examination in oral/ written implementation as well as practical assignments. TSA regularly gathers feedback both from its educational staff and from the students. There are different ways the school gathers the feedback: course and faculty evaluation form, faculty meetings, meetings with the student representatives, meetings with the alumni, and in Advisory Board meetings, etc.

TSA uses diverse assessment practices in accordance with the requirements of the module learning outcomes and according to the national standards. Students are accurately informed about the necessary details of each assignment at the beginning of each module and are aware that credits are awarded only after the completion of the assignment. Being a practice-oriented school, TSA includes in the assessment internships, practical work in the ministry.

Commendations:

➢ B.3.1, the VET commends TSA's new leadership for formulating an educational philosophy which corresponds with the historical identity of the institution, and which accommodates a holistic understanding of life.

➢ B.3.5-B.3.6, the VET commends TSA for its diverse ways of collecting the feedback from stakeholders and for its extensive and diverse assessment practices which take into consideration both the research-oriented and the practice-oriented parts of the educational programme.

Recommendation:

B.3.1, the VET recommends that the educational philosophy be integrated with existing documents (Modulhandbuch, Studienhandbuch) and made public for internal and external stakeholders.

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.

Evidence of Compliance:

Meetings with:

- Leaders
- Faculty
- Stakeholders
- Staff and students

SER sections B.4.1-B.4.4. Examination of supplemental documents, in particular:

- Website, Studienhandbuch
- Modulhandbuch
- Recognition of Achievements
- Diploma supplement

Analysis and Assessment:

Admission procedures are clearly regulated in the examination regulations (Studienhandbuch) and audited by Stuttgart Regional Council. The standard is based on the norms set for EQF 6.

TSA have admissions procedures that are clear and fit-for-purpose. Application forms are found on the website and competent support staff assist applicants in the process. Information about what is required for the process of the application is fully available on the website.

References of the pastor or youth pastor are a requirement for the process of application and are highly appreciated in the process.

TSA has transparent progression regulations between qualification levels (i.e., from EQF level 6 to EQF level 7) that are clear, fit-for-purpose, public and are applied consistently. TSA students who earn 240 ECTS can then continue to an EQF level 7 programme. This information is published in the eCampus platform and is available for all students.

TSA has clear regulations for the recognition of prior learning, which are based on the standards of the state-wide higher education landscape. The basis was formed by further training in cooperation with the Ev. Hochschule Ludwigsburg. Different types of learning are being taken into account such as formal learning modules and practical periods of training, etc.

TSA has clear, fit-for-purpose and public graduation and certification regulations that are applied consistently. The framework for graduation is regulated in the examination regulation and includes final written and oral examinations. Students are informed about the requirements at the beginning of their study with all the details being available to them.

The documents of the graduation, such as diploma and certificate, as well as Diploma Supplement, are handed out to the students at the graduation ceremony. All graduates receive ECTE accreditation certificates.

Panel Conclusion: Full 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.

Evidence of Compliance:

Meeting with:

- Registrar

SER sections B.5.1-B.5.2. Examination of supplemental documents, in particular:

- Diploma supplement
- https://ecte.eu/theologisches-seminar-adelshofen
- Modulhandbuch

Analysis and Assessment:

The qualification attained through the programme is clearly outlined and communicated. Clarity regarding the programme in terms of duration, level, practical orientation, etc, has been ensured in collaboration with ECTE.

The Diploma Supplement clarifies the credit allocation.

TSA defines the expected student workload in their programmes in terms of ECTS in line with the European Framework for Qualifications and the ECTE Certification Framework. This ensures international comparability.

Panel Conclusion: Full Compliance

E. Conclusions

SUMMARY OF COMMENDATIONS

1. A.1.1, the VET commends TSA for the strong sense of evangelical, communitarian and virtue character forming Christian education and community lifestyle.

2. A.1.3, the VET commends TSA for the clarity of vision, which is propagated by the leadership and widely shared by key internal and external stakeholders, particularly the student body.

3. A.2.3, the VET commends the faculty and the leadership for accessibility, open communication and the search for consensus at different levels of the decision-making process.

4. A.4.2, the VET commends TSA for the multiple cooperation agreements that enrich the TSA educational profile and also open venues for graduates for further education.

5. A.4.4, the VET commends the TSA leadership for taking effective actions to improve communication with internal and external stakeholders.

6. A.5.1, the VET commends TSA for offering a wide range of student services, for considering attentively the diversity of the needs of each student and assisting in their personal development (A.5.4) and responding to their complaints (B.3.2).

7. A.5.3, the VET commends TSA for having a library budget with a special focus on the acquisition of new books in accordance with TSA's vision and mission and in close collaboration with the educational staff.

8. A.5.6, the VET commends TSA for providing and developing the virtual learning platform and accompanying support services.

9. B.1.1, the VET commends TSA for the meaningful integration of all aspects of academic, practical, spiritual, and communal aspects of living together as a holistic community of learners and followers of Christ.

10. B.1.2, the VET commends TSA for creating a framework for successful Gospel living, informed by communal and personal spiritual formation.

11. B.1.3, the VET commends the programme for providing space for communal living, practising discipleship, making provision for formal and non-formal interactions, focusing on thoughtful mentoring, role-model learning and imitation for effective Christ-centred character formation.

12. B.2.3, the VET commends the coherent and elaborate Curriculum map in the school's Module handbook.

13. B.3.1, the VET commends TSA's new leadership for formulating an educational philosophy which corresponds with the historical identity of the institution, and which accommodates a holistic understanding of life.

14. B.3.5-B.3.6, the VET commends TSA for its diverse ways of collecting the feedback from stakeholders and for its extensive and diverse assessment practices which take into consideration both the research-oriented and the practice-oriented parts of the educational programme.

SUMMARY OF RECOMMENDATIONS

1. A.3.3, the VET recommends that TSA continues with its efforts to recruit more onsite educational staff, ideally females, to match the student population, as part of the school's ongoing development plan.

2. A.3.4, the VET recommends that the current Faculty Development Plan be expanded to include a faculty and staff development policy together with a detailed plan for developing persons in their area of specialisation/work.

3. A.4.4, the VET recommends that the new website include all information packages necessary for prospective students before enrolling in the institution. Such as admission policies, curricula, fees, student's handbook, etc.

4. B.3.1, the VET recommends that the educational philosophy be integrated with existing documents (Modulhandbuch, Studienhandbuch) and made public for internal and external stakeholders.

SUMMARY OF REQUIREMENTS

A.2.4, the VET suggests to the AC that a requirement be given that a Strategy plan be developed together with the respective stakeholders that outlines goals, needed resources, time frames, responsibilities, accountabilities and monitoring.

IN CONCLUSION

The VET recommends to the ECTE Accreditation Commission TSA be judged to be in compliance with the Standards and Guidelines of the ECTE with the exceptions of the requirement listed above.

The VET recommends to the ECTE Accreditation Commission that, subsequent to compliance with the requirement, TSA is granted accreditation, with the relevant recommendations listed above monitored through the annual reporting processes of ECTE.

The VET would like to record their gratitude to TSA 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 TSA 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 of stakeholders on the findings, analysis, conclusions, commendations, recommendations, and requirements.

The Visitation Team:

Signed:

Katharina Penner (Team Leader)

Dr. Rev. Parush Parushev (VET member)

Eri Ndrca (VET member)

Dr. Beneamin Mocan (Student Representative)

Dr. Grace Al-Zoughbi (Review Secretary)

November 2023

APPENDICES

Visitation Schedule

27.11.2023		Persons involved	Setting
28.11.2023	**Tuesday**		
8:00 – 9:00	Meeting of the VET-Team (plan the day, work through onsite documents, write)		Room: "China", Building: "Sendung"
9:00 – 10:00	Executive Team-Meeting: establishing purpose of visit, accrediting procedures (Katharina lead)	Rector, Academic Dean, Grace Al-Zoughbi (online)	Room: "China"
10:15 – 11:00	Welcome on Campus – A Guided Tour		Meeting: Reception

11:00 – 11:40
 	
 11:40-12:20
	Parallel sessions:
	  - Library
	
	  - Public relations work
	
	  - Administration/ Accounting
		Br. Dieter Rothenhäusler Katharina and Beni Lydia Schulz Eri and Parush 11:40 Christian Pletsch Katharina and Parush	Room:
			  - Library
			
			  - Offices

12:25	Prayer		Chapel
14:00 – 16:00	Meeting with Faculty representatives (Parush lead): Faculty development, workload, specialisations, Curriculum design and delivery, Ministry/FieldEd, Mentoring	Dr. Jürgen Schulz, Monika Baumann, Dr. Harald Brixel, Joachim Klein and 6 onsite adjunct faculty	Room: "China"
16:00 – 17:30	Meeting with Student Representatives (Beni and Eri)	Björn Sand, Rebecca Weller, Florian Hensel	Room: "China"
29.11.2023	**Wednesday**		
8:00 – 9:00	Meeting of the VET Team (plan the day, write)	Grace Al-Zoughbi (online)	Room: "China"
9:00 – 10:35	Lectures and Groups 9:00-9:45, Psalms (OT), *Dr. Jürgen Schulz (Did not take place)*	One group visits class, the other has meetings, then switch	9:00-9:45 Group 1: TSA Secretary, Liliana Qorri (Eri and Parush)

	9:50-10:35, Religious Education (RPII) *Monika Baumann* 9:50-10:35, Bible Exposition NT (BK) *Dr. Harald Brixel*		9:50-10:35 Group 2: Non-educational staff: (Room: China) - Dorothea Rathje, Head of housekeeping - Matthias Bosch, Technical Manager (Beni and Katharina)
11:00 – 12:20	Board of Foundation: overall activities of LZA, LZA overall Management, Data Protection, Finances, PR etc. (Eri and Katharina lead)	Christian Pletsch, Br. Stefan Heidorn, Sr. Meike Walch, Sigurd Waldmann, Dr. Jürgen Schulz	Room: "China", Building: "Sendung"
12:25	Prayer		Chapel
13:40-14:00	eCampus (Teams)	Joachim Klein	Room China
14:00 – 15:00	Presentation: Our Vision of Life Together	Spiritual Formation, Mentoring (Dr. Jürgen Schulz, Christian Pletsch)	Room: "China"
15:00 – 16:00	Meeting with Alumni (online), Beni and Eri lead	Tilmann Trittmacher Hannes Ernstberger Hanna Schubert	online
16:15 - 17:15	Meeting with TSA Advisory Board (Parush lead)	Simon Bohn	Room: "China"
17:15 – 18:00	Meeting with adjunct faculty (online)		Room: "China"
19:00	Evening Meeting / informal meeting		Room: "Südafrika"
30.11.2023	**Thursday**		
7:30 – 8:00	Invitation to Visit Bible-Groups	Katharina	
8:30 – 9:45	VET-Team works on VET Worksheet, onsite documents		
9:50 – 10:35	Plenum // Chapel	all students, faculty, staff, Katharina	
10:35 – 12:30	VET-Team works on VET Worksheet		
14:00 – 16:00 15:00	VET-Team finalizes Worksheet and recommendations. Final Meeting	Rector, Dean, VET Team, Grace Al-Zoughbi (online)	