

REVIEW REPORT

Colegiul Biblic Est European (EEBC),
Oradea
Related to a focused review following concept
programme accreditation;
23-24 July 2024



European Council for
Theological Education

ECTE

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A. EXECUTIVE SUMMARY

Report of a focused review following concept accreditation (2022) of an EQF Level 7 programme of Colegiul Biblic Est European / Eastern European Bible College (referred to in this report as EEBC), Oradea, Romania, an alternative provider of higher education (AP).

EEBC was granted accreditation from ECTE as an Alternative Provider in 2003 and was re-accredited as an institution in 2022. In the 2022 review concept accreditation was granted for the level 7 programme which is the subject of this review report.

The purpose of this focused follow-up review is to assess those areas of the level 7 programme and its delivery which were not available for assessment in 2022 and to examine whether the requirements for this programme which were listed in the 2022 report have been fulfilled.

The Visitation Evaluation Team (VET) reviewed the P-SER with supporting documents and a virtual visit took place July 23 -24, 2024.

The VET suggests to the ECTE Accreditation Commission (AC) four commendations of excellence, four recommendations and one requirement.

B. INTRODUCTION TO THE REVIEW

Description of the review

This is a review of a programme delivered by EEBC dedicated to the development of men and women for Christian ministry in both national and international contexts.

The documents guiding this review are ECTE's Supplemental Guidelines for Concept Accreditation and Standards and Guidelines relating to the focus areas specified in the 2022 Final Review Report. This includes relevant aspects covered also in 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.

This report is, thus, an addendum to the 2022 Final Review Report which stated that the follow-up review should be "focusing on those standards which were not assessable during the initial visit".

The requirements from 2022 relating to the programme in this focused review were as follows:

1. The final design of the programme will require module descriptors following the template of the one already received by the VET team.
2. More information as to the procedure of objectively assessing spiritual formation, character development, mentoring and practical learning must be put in writing and included in the follow-up P-SER submitted in preparation of the follow-up site visit.

It was concluded that this can best be reported:

1. By examining compliance to ECTE programme standards B 1, 2 and 3.

2. By adding specific assessment and comments on B.4., B.5 and B.6 which are pertinent to this level 7 programme, but which could not be reasonably or completely assessed for this programme in 2022.

Programme submitted for accreditation in 2024

EQF/QF-EHEA	Name of qualification used by the institution	ECTS	ISCED Level	ICETE Level	Delivery Mode
EQF 7 /Second cycle	STUDII APROFUNDATE ÎN TEOLOGIE ȘI CULTURĂ	120	7	Master	Blended

The Visitation Team

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

- Katharina Penner (Team Leader)
- James Lockwood (Student Representative)
- Dr. Graham Cheesman (Review Secretary)

Visit Arrangements

The P-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 AC. The AC approved the team and these were communicated to EEBC 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:

1. The RS provided access for the VET-members to the SER, supplemental documents, and all previous correspondence with the institution via hyperlink.
2. VET members recorded the results of their initial reading of the documents within the shared worksheet (see point 7 below).
3. The Internal Review Coordinator (IRC) of the institution was identified and received a copy of the visit protocol.
4. A messenger app group was set up internally for the VET members for fast communication, and a second one for fast communication with the institution.
5. In conjunction with the VET leader, the IRC organised and agreed to a schedule for the visit.

6. An initial pre-visit meeting of the VET took place via video-conferencing to discuss the SER and supporting documents.
7. 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 team was very warmly received by the leadership and the staff. The institution provided all online means needed for an effective evaluation of the programme under review. 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 online meetings of this review took place over two evenings of 23rd and 24th July.

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

Visit Schedule

Meetings with various key persons occurred as follows:

Academic Dean
 Learning Resources Staff
 Teaching Faculty
 Students

See complete schedule in the Appendix.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution and Programme under Review

For general information about EEBC, please refer to the [2022 Final Review Report](#).

Specific to programme reviewed in 2024, the student numbers collated by EEBC are as follows:

EQF 7 /Second Cycle STUDII APROFUNDATE ÎN TEOLOGIE ȘI CULTURĂ			
	Entering	Total headcount	Graduating
2023	14 (M:11/F:3)	12 (M:10/F:2)	
TOTAL		12 (M:10/F: 2)	

D. FINDINGS OF THE REVIEW - 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 Academic Dean, Learning Resources Staff, Teaching Faculty, Students. SER section D.B.1. Examination of supplemental documents, in particular:

- Module descriptors
- Teacher's Guide
- Student Handbook
- Evaluation regulations
- Curriculum
- Curriculum map
- Mentor's Guide
- Mentoring Module descriptor
- Graduate profile
- Mentor's guide
- Mentoring agreement
- Spiritual development assessment form (part of mentor's guide)
- Virtue Education programme
- Standards for spiritual growth
- Module descriptor Ethics and Culture
- Module descriptor Theological Anthropology
- Code of Ethics
- Code of Honour
- Communication Policy
- Conflict management
- Academic Writing and Research Guide

Analysis and Assessment:

In respect of Holistic Integration

The institution understands and implements holistic approaches to design of an integrated curriculum.

The EQF Level 7 programme is designed for students to develop tools for a critical engagement with both culture and theology. Learning activities in the interdisciplinary modules address academic knowledge as well as spiritual formation, character development, and practical competencies, and modules are designed and delivered in creative and accessible ways.

Teachers are advised to design modules and assess student work with a view to developing academic skills, spiritual growth and moral or character competencies. The selection and combination of modules in the curriculum demonstrates a dialogue across theological sub-disciplines (ethics, anthropology, spirituality) and a dialogue with disciplines other than theology (philosophy, technology, culture, film, literature, work).

There are ample opportunities for engaging with the students holistically. Lectures are held face to face as well as via video-conferencing. Faculty and administrative staff are available via email and social media. Mentoring takes place both face to face as well as through videoconferencing, depending on the situation of students and faculty.

Mentoring, spiritual formation and character development are awarded ECTS within the curriculum.

In respect of Spiritual Formation

The institution understands that spiritual formation cannot be achieved only through learning activities in the programme and places special emphasis on relationships between faculty and students. Academic and administrative workload is tailored to accommodate ministerial and mentoring responsibilities and faculty are evaluated for fulfilling these.

Community contexts are created (start-of-session and end-of-year dinners, chapels for mutual worship, retreats, spiritual disciplines week, study trips) for fostering spiritual formation, mentoring and character development.

Varied evaluation criteria are devised to assess spiritual formation. Churches and students themselves are given evaluation responsibility beside the institution and there are comprehensive evaluation methods along with detailed documentation practices. The spiritual development assessment form is the same as the Mentoring report - well developed, covering areas such as personal, community, missional, cultural/social. Grading takes place through three rubrics on a scale from 1-5.

In respect of Character Education

Character development is aimed for in modules across the curriculum and in self-reflective essays. Appropriate contexts are provided such as chapels, dinner discussions and opportunities for interaction with faculty who seek to model Christian character.

Programme learning outcomes include character development aspects and learning activities in several modules such as Ethics, Theological Anthropology and Philosophy of Religion by integrating questions of character and virtue in the discussion and assignments.

Beside formal assessment through writing assignments in courses, one-on-one mentoring, practical learning and extracurricular activities are actively used to develop and assess character development.

In respect of Academic Achievement

EEBC operates at the appropriate EQF 7 academic level - ECTS calculations, module descriptors, assessment practices, faculty preparation, teaching - align with the QF-EHEA level descriptors.

Critical thinking is mentioned in most module descriptors as a skill to be acquired. Students and faculty mentioned extensive feedback provided for assignments and seminar-like lectures with much discussion to be conducive to developing critical thinking. Module design gives extensive space to individual study, involvement in conferences and annual Summer schools and independent projects. Some modules guide students toward 'self-management for effective, independent learning' (one of the Programme learning outcomes). Ability to find information and ability to apply knowledge is developed in Research Methodology courses and life-long learning is supported by Summer schools.

In respect of Practical Training

The Practical Training module is part of the formal curriculum, the ECTS credits are well-reflected in the curriculum map and are carefully assessed. Learning activities contribute to the development of competences such as problem-solving, ability to communicate and work in teams.

EEBC distinguishes between generic (transferrable), subject-specific, and transversal competences. EEBC devises learning activities to develop practical/professional skills for a critical evaluation of ministry in Romania between culture and theology. Subject-specific competences include skills to interpret cultural expressions through the lens of theology and students are already involved in church and parachurch ministries in faith communities and a wider societal context.

In respect of Mentoring

EEBC provides mentoring to all enrolled students, which is compulsory and conducted within a clear, mutually agreed and signed framework.

Mentoring supports outcomes related to spiritual formation, character education, academic achievement, and practical training. Students are kept accountable by mentors for academic achievements, are helped in problem-solving and conflict resolution in church and ministry, are assisted in personal spiritual and character growth but also in relationships.

Mentoring is assessed and given ECTS credit. Mentoring assessment includes components such as the personal and community dimension, missional, cultural and social aspects as well as spiritual disciplines and gifts.

Students choose a mentor; a mentoring agreement is signed and the student attends no less than three meetings per semester. At present there are 12 students and 4 mentors, and the programme director holds responsibility for this activity.

Commendation:

B.1 - The VET commends that detailed written procedures for objective assessment of spiritual formation, character development and mentoring have been devised and are being applied.

Recommendation:

B.1.5 - The VET recommends that EEBC integrate a reflective cycle in the Practical Learning module and develop assessment methods that include theoretical reflection on practice (and learning from ministry).

Panel Conclusion: Substantial Compliance

Standard B.2 - Curriculum Development

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

Standards examined:

B.2.1 Design & 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 Academic Dean, Learning Resources Staff, Teaching Faculty, Students. SER section D.B.2. Examination of supplemental documents, in particular:

- Student Guide
- Website
- 2022 SER
- Admission regulations
- Module descriptors with learning outcomes
- General learning outcomes
- Curriculum
- Curriculum map
- Design and approval documents
- Internal quality assurance policy
- Graduate profile
- Survey

Analysis and Assessment:

In respect of design and approval

EEBC has a robust and fit-for-purpose design and approval process.

The initial design of the programme included extensive consultation with stakeholders and other key groups (including external stakeholders, theologians, public intellectuals). Development of a module follows a documented process and is approved by the academic dean. Ongoing evaluation is conducted on the programme and changes will be implemented based on this evaluation.

Programme design included context analysis and has determined the choice of the hybrid delivery.

The EQF level 7 qualification is clearly specified and communicated in external (website, promotional materials) and internal (Admission procedures, Student Guide) documents, and refers to the correct level of the national qualifications framework for higher education as well as to the Qualifications Framework of the European Higher Education Area (QF-EHEA). The qualification nomenclature that is used is appropriate and does not breach protected terminology.

In respect of outcomes and fitness for purpose

The programme is designed with a specific audience in mind, namely those with experience in both the workplace and ministry of various types. The learning outcomes reflect this reality.

EEBC has developed a curriculum that is fit-for-purpose in developing skills for critically reflecting on theology and culture in dialogue, for acquiring academic knowledge but also transferable skills. The curriculum makes provisions for opportunities for spiritual and character

formation. It is contextually relevant, seems to meet existing needs of churches and of educated Christian professionals, and clearly considers the cultural, ecclesiastical, and social context of its students.

EEBC specifies that the Theology and Culture programme is research-oriented.

In respect of Curricula, Module Descriptors and Learning Activities

The curriculum map is fit-for-purpose and demonstrates a coherent curriculum. The module descriptors are well written. Learning activities are varied, informed by adult learning theories, theologically coherent and appropriate to the various topics taught. The requirement from the previous visit that the programme design must include module descriptors that follow an agreed template has been satisfied.

Programme and curriculum undergo acceptable quality assurance processes leading to institutional approval and external validation.

As per the recommendation below, module descriptors should include a clear description of the DE/OE instructional methods that will be used for remote learning activities.

In respect of graduate profiles

The graduate profile is well developed and is fit-for-purpose. Whilst employment opportunities are not as relevant to the programme, future study opportunities are taken into account by the institution and support relating to student futures is available for the students. The Graduate Profile matches learning outcomes. A survey conducted recently on the need for this Theology and Culture programme supported the need in the labour market for graduates.

The VET encourages the development of an alumni network which can feed back into development of the graduate profile.

In respect of Content, Level, Feasibility and Progression

The curriculum supports robust engagement with theological studies. The previous recommendation to address the balance between theological and culturally oriented components of the EQF Level 7 programme has been responded to, ensuring a comprehensive and well-rounded curriculum progressing to final thesis.

Research skills are given attention both formally in credit-awarding courses and through engagement with academic and support staff. The level and quantity of the modules are manageable for the students alongside their other commitments in the timeframes outlined.

In respect of Credit allocation and Duration

The credit allocation, learning activities and duration are included in module descriptors and appropriate credits are awarded for all aspects of the programme.

The VET notes that the programme has 128 credits in total, and that the increase from 120 has come at the expression of interest from students and stakeholders for specific topics to be included. Students noted that the amount of work is challenging but manageable.

In respect of Context

The context plays a key role in the development of all aspects of the programme, and this includes regular engagement with stakeholders. The cultural context is the central focus of the entire programme.

In respect of Monitoring Processes

EEBC has regular monitoring and review processes including a QA policy, student and staff feedback and input as well as feedback from external stakeholders. As the programme is still in its early stages this will be developed and refined as the programme is taught and adapted. Teaching staff are proactive in obtaining feedback from students and adapting content continuously to suit their students' needs and contexts.

Commendations:

B.2.2 - The VET commends the development of the novel Theology and Culture programme which seeks to serve the church in Romania by going beyond the traditional topics and courses in theology programmes.

B.2.7 - The VET commends the way in which this programme is driven by the context of both the church in Romania and the needs of individuals to serve God in their churches and work lives.

Recommendation:

B.2.3 - The VET recommends that module descriptors include a clear description of the hybrid instructional methods that will be used (DE/OE.42).

Panel Conclusion: Substantial 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 Academic Dean, Learning Resources Staff, Teaching Faculty, Students. SER section D.B.3. Examination of supplemental documents, in particular:

- Andragogy checklist
- Teacher's Guide
- Evaluation regulations
- LMS Moodle
- E-learning and Technology use policy (includes Onboarding = Induction; Revision of courses)
- Module descriptors
- Moodle
- Online conversations
- Student handbook
- Teacher guide
- Module feedback form
- Assessor feedback form

Analysis and Assessment:

In respect of Educational Philosophy and Adult Pedagogy

EEBC has an educational philosophy that includes adult pedagogical practices which are grounded in theory and best practice and that has undergirded the development of the programme. Students seem to understand and appreciate it. This philosophy is not published outside of the SER in B.3.1. Publication of the educational philosophy is required per ECTE S & G as this helps to ensure all educational staff are aligned with it when teaching and developing content.

In respect of Student Centred Learning and Teaching and Assessment

EEBC recognises that their adult students have full professional and ministerial lives and is attentive to the diversity of their needs by providing for flexible learning paths. EEBC ensures helpful use of online platforms for learning and communication software as. Focus is given to adapting teaching to a variety in learning styles and at the appropriate level and academic depth for the programme.

Regulations for dealing with complaints, academic misconduct and plagiarism are in place.

In Respect of Module Design and Delivery

The module design and delivery is well thought through for both the content of the programme, the context of the students and teaching staff, and the modes of delivery. The delivery options allow students to engage with the programme as effectively as possible, including delivery on weekends and evenings.

We encourage the institution to further reflect on the online portions of the programme and develop these as needed to suit the programme delivery and students.

In respect of Variety

EEBC uses a good and appropriate variety of learning activities, modes of delivery and assessment. Assessments for modules suit the content and context of the programme including for mentoring and practical learning and reflect the cultural focus of the programme.

In Respect of Delivery Feedback

There are clear processes and procedures to gather student feedback and adapt changes based on these. Feedback processes also include external stakeholders.

In Respect of Assessment

Assessment activities are aligned to the learning activities and course content. Procedures for marking and grading are clear, fair and consistently applied. As a research-oriented programme a thesis is required from all students. ECTS credits are awarded for all learning activities.

Commendation:

B.3.2 - The VET commends the efforts of the academic staff to support the students throughout their studies, often going above and beyond an “expected” level, especially by adjunct and external staff.

Recommendation:

B.3.3 - The VET recommends that EEBC define criteria of ‘good practice’ in the LMS module design, edit existing modules in accordance with it and establish a revision cycle. Modules should include an induction section (DE/OE.53) that clearly explains to students how the learning will be delivered and how they will be assessed in the hybrid delivery context.

Requirement:

B.3.1 - The VET suggests to the AC that a requirement be given that EEBC formulates a statement of their Educational Philosophy in a written document, makes it publicly available and ensures that the entire learning community understands and engages its aspects in learning and teaching.

Panel Conclusion: Non-Compliant

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.

This is a supplementary analysis and comments on those elements within the Standard which required examination subsequent to the 2022 analysis. See introduction to section D "Findings of the Review" above.

Evidence of Compliance:

Meetings with Academic Dean, Learning Resources Staff, Teaching Faculty, Students. SER section D.B.4. Examination of supplemental documents, in particular:

- Curriculum
- ProfActivities
- Evaluation regulations
- Audit students
- Student guide

Analysis:

Progression regulations between Year 1 and 2 are clear, fit-for-purpose, public and are applied consistently. Information on student progression is collected, monitored and acted upon.

It was noted during the conversations that the final point of the admission policy is not accurate and this can be updated to allow for the full award of the EQF Level 7 qualification-for all students. If needed to suit local regulations the diploma supplement can comment as needed on the pathway a student entered on. For special access admission cases, the documentation should be designed to reflect the institution's policy more accurately.

For graduation and certification, EEBC has clear and fit-for-purpose guidelines which will need to be applied consistently. Students are aware of graduation requirements from the time they are admitted to the programme.

Recommendation:

B.4.1 - The VET recommends that the special access policy is reworded to reflect practice.

Panel Conclusion: Substantial Compliance

Standard B.5 - Qualification Nomenclature and Credits

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNIZED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

Standards examined:

B.5.1 Qualification nomenclature; B.5.2 Credits.

This is a supplementary analysis and comments on those elements within the standard which required examination subsequent to the 2022 analysis and which were examined in the 2024 visit. See introduction to section D “Findings of the Review” above.

Evidence of Compliance:

Meetings with Academic Dean, Learning Resources Staff, Teaching Faculty, Students. SER section D.B.5. Examination of supplemental documents, in particular:

- Website
- Student Guide
- Curriculum
- Graduation documents
- Module descriptors
- Teachers guide

Analysis:

The qualification nomenclature, and credits per module and per course, are clearly and correctly specified and communicated in all documents which indicate comparability to the correct level of the national qualifications framework for higher education and ESG (EQF7).

Panel Conclusion: Full Compliance

Standard B.6 –Quality Assurance of Institutions

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.

This is a supplementary analysis and comments on those elements within the standard which required examination subsequent to that 2022 analysis and which were examined in the 2024 visit. See introduction to section D “Findings of the Review” above.

Evidence of Compliance:

Meetings with Academic Dean, Learning Resources Staff, Teaching Faculty, Students. SER section D.B.6. Examination of supplemental documents, in particular:

- Internal QA policy
- Student handbook
- Evaluation regulations
- Code of Professional ethics
- Writing Guide

Analysis and Assessment:

EEBC has a clearly articulated Internal QA policy that forms part of their strategic planning and includes programme development and delivery for this programme. There are appropriate structures and processes for the programme’s development and implementation that includes internal and external stakeholders.

Issues of academic integrity and academic fraud are paid sufficient attention, they are addressed in several documents: Student Handbook, Evaluation regulations, ProfActivities of students, Code of Professional ethics and Writing Guide.

EEBC has secured competent and academically credentialed teachers for the EQF Level 7 programme and is creating development opportunities for them in the form of conferences and publications. The institution encourages and supports its faculty to embrace innovative technologies and student-centred learning practices in teaching.

EEBC has invested much effort in, and succeeded in responding to, a previous recommendation concerning library services. They continue to ensure that adequate and readily accessible learning resources and student support are provided relevant to the level 7 programme. Their library has recently migrated to a capable LIS with a publicly accessible catalogue and has also been physically restructured to allow for attractive and accessible study spaces for students. The library staff cooperates with the programme director in securing and providing suitable digital learning resources. Newly acquired subject-specific titles still need to be integrated into the library. The part-time librarian, after a professional staff development activity finishing in May 2024, is planning to devise induction materials for new and returning students (on using the public catalogue, reference services, digital resources). In keeping with hybrid delivery of the programme, she is accessible on social media for student support and resource-related reference questions.

EEBC collects, analyses, and uses relevant information for the effective management, evaluation and improvement of the programmes.

Public information seems adequate and satisfaction with this was expressed in an online meeting for potential applicants. Social media is used extensively. EEBC academic administration is active in the public sphere publishing and distributing clear, accurate, objective, up-to-date and readily accessible information about the programme. The website clearly articulates admission criteria, qualifications, intended learning outcomes, teaching and learning opportunities available.

As to external quality assurance arrangements, EEBC aims to conform to national standards with a view to possibly become eligible for Romanian state accreditation or at least to conform to national standards. EEBC regularly undergoes external quality assurance with ECTE. Cooperation initiatives with nearby universities in relation to conferences and publications help enrich academic development of faculty and students.

Panel Conclusion: Full Compliance

E. Conclusions

SUMMARY OF COMMENDATIONS

B.1 - The VET commends that detailed written procedures for objective assessment of spiritual formation, character development and mentoring have been devised and are being applied.

B.2.2 - The VET commends the development of the novel Theology and Culture programme which seeks to serve the church in Romania by going beyond the traditional topics and courses in theology programmes.

B.2.7 - The VET commends the way in which this programme is driven by the context of both the church in Romania and the needs of individuals to serve God in their churches and work lives.

B.3.2 - The VET commends the efforts of the academic staff to support the students throughout their studies, often going above and beyond an “expected” level, especially by adjunct and external staff.

SUMMARY OF RECOMMENDATIONS

B.1.5 - The VET recommends that EEBC integrate a reflective cycle in the Practical Learning module and develop assessment methods that include theoretical reflection on practice (and learning from ministry).

B.2.3 - The VET recommends that module descriptors include a clear description of the hybrid instructional methods that will be used (DE/OE.42).

B.3.3 -The VET recommends that EEBC define criteria of ‘good practice’ in the LMS module design, edit existing modules in accordance with it and establish a revision cycle. Modules should include an induction section (DE/OE.53) that clearly explains to students how the learning will be delivered and how they will be assessed in the hybrid delivery context.

B.4.1 - The VET recommends that the special access policy is reworded to reflect practice.

SUMMARY OF REQUIREMENTS

B.3.1 -The VET suggests to the AC that a requirement be given that EEBC formulates a statement of their Educational Philosophy in a written document, makes it publicly available and ensures that the entire learning community understands and engages its aspects in learning and teaching.

IN CONCLUSION

The visitation team recommends to the ECTE AC that the EQF Level 7 QF/EHEA Second Cycle programme under review be judged to be in compliance with the *Standards and Guidelines* of the ECTE with the exception of the requirement listed above.

The team recommends to the ECTE AC that, subsequent to compliance with the requirement, it grant programme accreditation to the EQF Level 7 QF/EHEA Second Cycle programme under review, with the relevant recommendations listed above monitored through the annual reporting processes of ECTE.

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

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

The visitation team:

Signed:

Katharina Penner (Team Leader)

James Lockwood (Student Representative)

Dr. Graham Cheesman (Review Secretary)

August 2024

Appendix - Schedule of Meetings

		Place	Comments
<i>July 23, 2024</i>			
18:00-18:45	Introductory meeting with Senior Leadership Team Academic Dean		
19:00-19:45	Current Students		
20:00-20:45	Learning Resources (library/online)		
<i>July 24, 2024</i>			
18:00-19:30	Meeting with Faculty		
19:45-20:30	Meeting with Academic Dean for final questions		
	Sharing Conclusions with Leadership Team		