

REVIEW REPORT

Almaty Bible Institute (ABI),
Almaty, Kazakhstan
Related to a visit for a Full Review; 1-3 October 2025

European Council for
Theological Education

ECTE

Table of Contents

A. EXECUTIVE SUMMARY	8
B. INTRODUCTION TO THE REVIEW	8
Description of the review	8
Programme	8
The Visiting Evaluation Team	8
Visit Arrangements	9
Visit Schedule	10
C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES	11
General Description of Institution	11
Mission and Vision Statement	11
History	11
Facilities	12
Governance	12
Educational and non-educational Staff	13
Budget	13
Student Numbers	14
How the institution prepared for the review	14
D. FINDINGS OF THE REVIEW	15
INSTITUTIONAL STANDARDS	15
Standard A.1 - Identity and Purpose	15
Standard A.2 - Governance and Quality Assurance	17
Standard A.3 - Human Resources	19
Standard A.4 - Community and Context	21
Standard A.5 - Educational Resources	23
Standard A.6 - Finances and Sustainability	26
PROGRAMME STANDARDS	28
Standard B.1 - Holistic Integration	28
Standard B.2 - Curriculum Development	31
Standard B.3 - Learning, Teaching and Assessment	35
Standard B.4 - Student Admission, Progression, Recognition and Certification	38
Standard B.5 - Qualification Nomenclature and Credits	40
E. CONCLUSIONS	41
SUMMARY OF COMMENDATIONS	41
SUMMARY OF RECOMMENDATIONS	42
SUMMARY OF REQUIREMENTS	43
IN CONCLUSION	44
APPENDICES	45
Visitation Schedule	45

A. EXECUTIVE SUMMARY

Report of an Initial Review of the institution and one programme of Almaty Bible Institute (ABI), an Alternative Provider of Higher Education (AP).

ABI was previously accredited by the Euro-Asian Accrediting Association (EAAA) which dissolved in 2022.

This report relates to a process, including a desk analysis of the Self Evaluation Report (SER) plus supplemental documentation provided to the Visiting Evaluation Team (VET) and an on-site visit October 1-4, 2025, for the purpose of accrediting a programme of ABI based on ECTE's *Standards and Guidelines* and relevant ECTE Supplemental Guidelines.

The initial application for this review included an extension site in Omsk, Russia. It became clear, however, that the school in Omsk is an independent provider of theological education from ABI. Thus, ABI asked that it be removed from the review.

The VET suggests to the ECTE Accreditation Commission 10 commendations of excellence, 14 recommendations and 2 requirements.

B. INTRODUCTION TO THE REVIEW

Description of the review

This is an Initial Review by ECTE of ABI as an AP, dedicated to the development of men and women for Christian ministry in both national and international contexts.

Programme

Programme submitted for accreditation in 2025:

EQF/QF-EHEA	Name of qualification in local language/English translation	ECTS	ISCED Level	ICETE Level	Delivery Mode
EQF 6 / First Cycle	Христианское Руководство / Christian Leadership (CL)	180	6	Bachelor	Hybrid

The Visiting Evaluation Team

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

Dr. Patrick Mitchel (Team Leader)

Dr. David Singh (VET Member)

Dr. Fernando Almada (VET Member)

Rajesvary Sinnasamy (Student Representative)

Visit Arrangements

The SER was written following the template set out in the [Guidelines for Producing Self-evaluation Reports](#) and was received, along with supporting documents, in time by the Accreditation Director (AD).

The ECTE VET-Coordinator (VC) 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 ABI by the VET-Coordinator 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 Review Coordinator (RC) provided access for the VET-members to the SER, supplemental documents, and all previous correspondence with the institution via hyperlink.
2. A shared worksheet was set up for the VET-members to access and use throughout the visit. The document follows the structure of the interim report form pertaining to the current standards and protocol of ECTE.
This was used to record the analysis and assessment against the ECTE Standards & Guidelines throughout the review visit in preparation for the final meeting with the leadership team and as basis for compiling the Final Review Report.
3. The Internal Review Co-ordinator (IRC) of the institution was identified and received a draft of the visit schedule.
4. In conjunction with the ECTE Review Coordinator and the VET leader, the IRC organised and agreed to a schedule for the visit.
5. Two pre-visit meetings of the VET took place via video-conferencing to discuss the SER and supporting documents.

The team was very warmly received by the leadership and the entire team at ABI. The institution provided all online and on campus means needed for an effective evaluation of the institution and its programme. From the team's point of view, the documentation submitted was well produced, and discussions held were transparent and sufficient for the purposes of the evaluation. The documentation provided a useful summary of the institution's current state. The review took place over four days plus travel. The on-campus visit began October 1, 2025, and concluded October 4, 2025.

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

Visit Schedule

Meetings with the following stakeholders were held:

Rector	Administrative Staff
Vice-Rector	Support Staff
Dean	Board Members
Programme Director	Stakeholders
Library Director	Church Representatives
Educational Staff	Students
Teaching Faculty	Alumni

The team also attended a chapel service and partially attended two classes during the visit at ABI.

The complete schedule is in Appendix to this report.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution

ABI has been a member of ECTE since 2023.

ABI trains Christian workers to serve churches and ministries throughout Central Asia. As Russian is the lingua franca in the region, the programme is offered in Russian and in Kazakh.

ABI functions as an educational institution of the Union of Churches of Evangelical Christian Baptists of Kazakhstan (UCECB). ABI therefore primarily serves UCECB and through it the wider body of Evangelical Christianity in Central Asia.

Mission and Vision Statement

ABI is a Baptist Theological Educational Institution constituted to serve the UCECB. However, it is evident both from the observations of its actual operations and vision statement that ABI seeks to serve more widely the evangelical churches in Central Asia, parts in China and Mongolia. ABI's primary mandate is to form ministers who are rooted in biblical teaching, mission oriented, spiritually mature, and capable of transformational ministry in church and society.

History

ABI was founded in 1991 as an educational institution preparing ministers for churches across Central Asia. ABI initially offered programmes in Pastoral Ministry, Christian Education, and Church Music. In 2013, the Institute became a full member of the Euro-Asian Accreditation Association (EAAA). The Christian Leadership programme received full EAAA accreditation in 2016 and was successfully re-accredited in 2021.

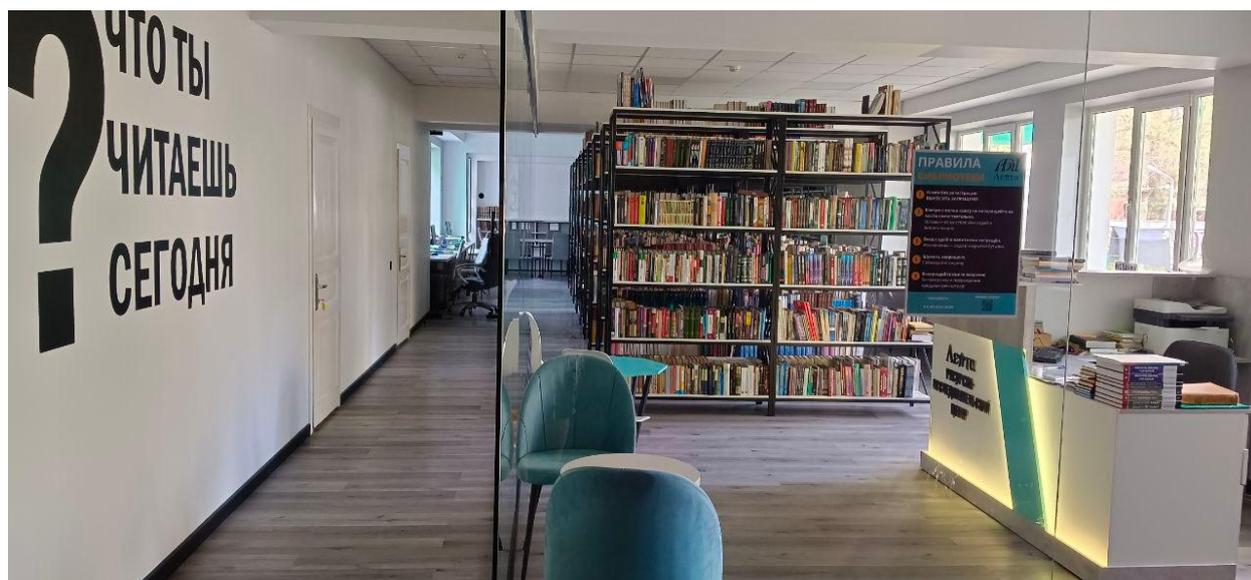
Following the dissolution of the EAAA in 2022, ABI applied for ECTE accreditation. Apart from the reviewed EQF Level 6 qualification ABI also offers programmes on EQF Level 5 (partial) and EQF Level 5.

As of early 2025, ABI has trained over 1,000 students since its founding.

Facilities

The ABI campus is located in Almaty.

The campus facilities include an auditorium and four classrooms, a library with a reading room, administrative, operational and recreational spaces and student housing for male and female students.

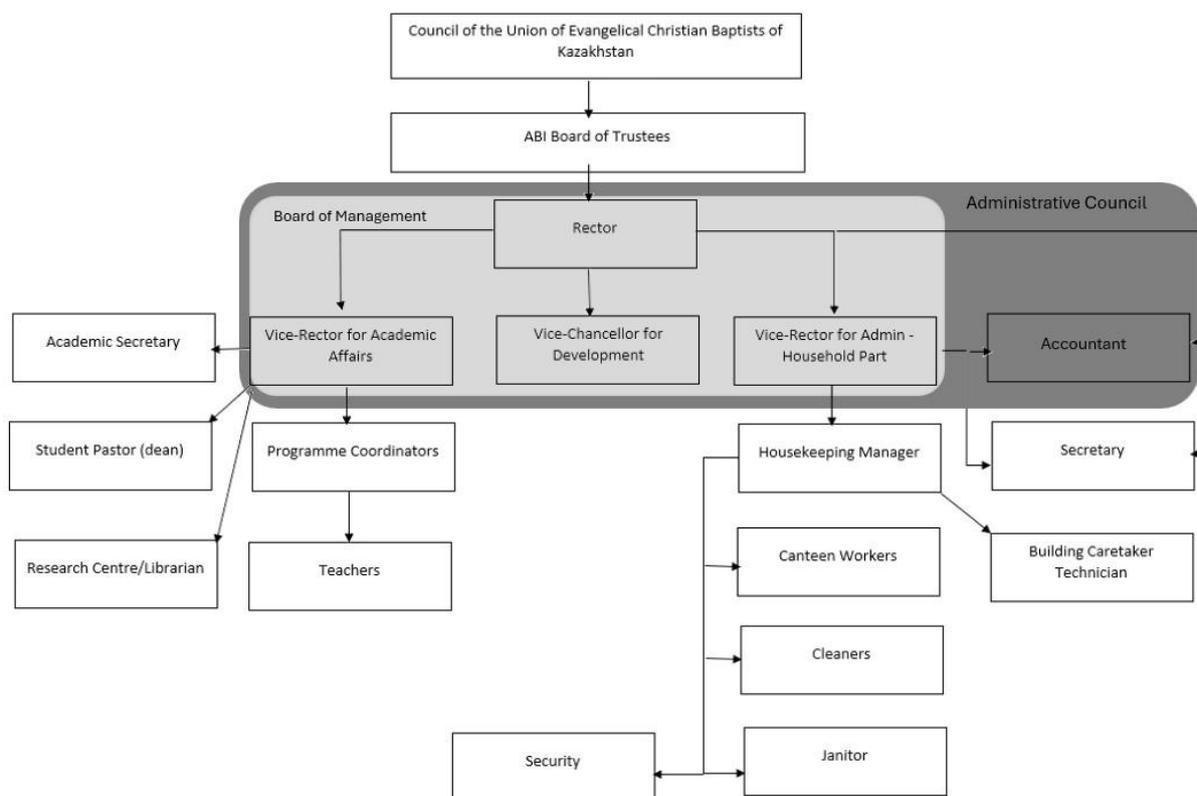


Governance

ABI has four primary levels for governing ABI, the Council of the Baptist Union of Kazakhstan (The Council) is the founding member, a Board of Trustees, a Board of Management and an Administrative Council.

The Council exercises oversight of ABI through the Board of Trustees. The Board of Trustees determines the strategy and policy of the institution in such areas as administration, academic and economic

activities, and student life. The Board of Management meets as needed and discusses key issues related to the strategic activities of the ABI. The Administrative Council plans academic and logistical activities, makes collegial decisions on operational improvements, and ensures safety and legal compliance. It also manages administrative support functions, coordinates with government bodies, and addresses emergency situations, employee benefits, and resource allocation.



Educational and non-educational Staff

Staff members

	2021	2022	2023	2024	2025
Full-time teachers	5	6	6	5	4
Part-time teachers	16	24	28	29	19
Visitor-teachers	5	9	8	6	2
Non-academic staff	14	14	14	15	15

Budget

The annual budget is prepared by the Board of Management and approved by the Board of Trustees. A financial audit is carried out each year at ABI to ensure transparency and accountability.

Student Numbers

	EQF 6 / First Cycle Христианское Руководство / Christian Leadership		
	Entering	Total head count	Graduating
2019	23 (M23/F0)	68 (M66/F2)	1 (M1/F0)
2020	6 (M6/F0)	74 (M72/F2)	3 (M3/F0)
2021	24 (M20/F4)	87 (M82/F5)	1 (M1/F0)
2022	28 (M22/F6)	100 (M95/F5)	3 (M3/F0)
2023	20 (M17/F3)	118 (M101/F17)	5 (M5/F0)
2024	29 (M24/F5)	129 (M110/F19)	12 (M12/F0)
2025	0 (M0/F0)	107 (M89/F18)	0 (M0/F0)

These numbers include students studying in two languages (Russian and Kazakh).

How the institution prepared for the review

In preparation for this review, the Rector and current Academic Dean, who is also the Internal Review Manager (IRM), were primarily responsible, however other employees also took part in the self-analysis work.

The general preparations began in November 2024. Employees began to familiarise themselves with the ECTE Standards, as well as the accreditation procedure.

Since January 2025, regular meetings of the ABI team have taken place to work on the self-analysis.

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 of Management
- Stakeholders
- Board members

Examination of supplemental documents, in particular:

- Statement of Faith
- Core Values
- BYLAWS ABI

Analysis and Assessment:

ABI meets the following sub-standards under A.1:

- A.1.1 Identity
- A.1.2 Legal and fiscal status
- A.1.3 Vision and Mission

A.1.1 Identity

ABI provides theological education on EQF Level 6/First Cycle with a Protestant identity, rooted in the Bible.

Its identity informs all aspects of its educational work, including the teaching of theological, biblical, contextual and practical aspects of training, as well as the lives of students and staff both on and off campus.

A.1.2 Legal and fiscal status

ABI operates with the appropriate legal status as an AP and complies with local legal fiscal requirements.

A.1.3 Vision and mission

ABI demonstrates a clear vision and mission statement which is periodically reviewed and ensures involvement with internal and external stakeholders. Strategic planning and budget operations support ABI's vision and mission. ABI operates in a challenging context where the state which recognises similar Muslim and Orthodox institutions, decided to revoke its

recognition of ABI with the adoption of the law on religious organisations in 2011. Despite such challenges, ABI has remained steadfast in maintaining its vision/mission and not allowing drift in its focus to serve the Baptist and evangelical churches in the region. Evidence from interviews with partners/stakeholders showed high mutual trust and cooperation in ABI's continuing mission.

ABI substantially meets the following sub-standard under A.1:

- A.1.4 Public information

ABI provides information on its website; with printed materials the primary means of informing prospective applicants as appropriate in its context.

However, the VET identified gaps in the comprehensiveness of public information and in proactively making this information available in contextually appropriate ways especially to prospective students. The VET recommends that ABI consolidate all current information and supplement any missing elements in accordance with Standard A.1.4. Specifically, ABI may focus on the following elements for further improvements under this standard: information on access and selection criteria, programme learning outcomes, graduate profiles, qualifications, teaching and learning procedures, assessment procedures, pass rates and student retention and/or completion data, learning opportunities for students, progression and mobility opportunities and graduate employment information, the conditions to be fulfilled for the completion of a given programme of studies, the earning of an award or the transfer of accumulated credits to another institution and all financial charges.

Additionally, ABI is encouraged to explore how it can improve pro-actively making the information available, so applicants receive clear, comprehensive, and timely information to support informed decision-making.

Commendation

A.1.3 - **Vision and Mission** - The VET commends ABI for developing partnerships with key stakeholders that are reflected in high levels of trust and mutual co-operation.

Recommendation

A.1.4 - **Public Information** - The VET recommends that ABI ensures that information on access and selection criteria, programme learning outcomes, graduate profiles, qualifications, teaching and learning procedures, assessment procedures, pass rates and student retention and/or completion data, learning opportunities for students, progression and mobility opportunities and graduate employment information, the conditions to be fulfilled for the completion of a given programme of studies, the earning of an award or the transfer of accumulated credits to another institution and all financial charges are proactively made accessible to enquirers or applicants after appropriate vetting.

Panel Conclusion: Substantial compliance

Standard A.2 - Governance and Quality Assurance

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Standards examined:

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

Evidence of Compliance:

Meetings with:

- Administration team
- Board of Management
- Faculty and staff
- Alumni and current students

Examination of supplemental documents, in particular:

- ABI Legal Status (in Russian online)
- ABI State Licence
- Charter
- QA Policy
- Academic integrity and plagiarism policy

Analysis and Assessment:

ABI meet the following sub-standards under A.2:

- A.2.1 Governance
- A.2.2 Leadership and Management
- A.2.3 Decision-making structures, procedures
- A.2.6 Cyclical External Quality Assurance

A.2.1 Governance

ABI is the denominational college for the Council of the Baptist Union of Kazakhstan. The Board of Trustees is appointed by the Council. Leadership is well established and experienced, with a strong sense of identity in the Board and leadership and staff.

A.2.2 Leadership and Management

There is clear separation and good understanding of roles and responsibilities between the BoT and the leadership team, including ex-officio members of the BoT. The Board receives reports from the leadership team twice a year and reviews and approves financial reports every six months. ABI has a Code of Conduct that is fostered in the life of the community.

Student government structures are in place. Students appoint a representative who is responsible for bringing student concerns and suggestions to the managing team.

A.2.3 Decision-making structures, procedures

Governance and leadership decision-making structures are in place and provide active participation for internal and external stakeholders.

ABI substantially meets the following sub-standards under A.2:

- A.2.4 Strategic Planning
- A.2.5 Internal Quality Assurance

A.2.4 Strategic Planning

ABI's strategic plan - Board approved with regular progress reviews - is designed with flexibility to respond to the rapidly changing conditions. The VET notes that the strategic plan involves significant external stakeholder input but notes that it lacks specific, measurable goals with timelines, resource allocations, and clearly designated responsible parties. Financial documents lack forward-looking forecasts.

A.2.5 Internal Quality Assurance

ABI's leadership promotes a culture of quality assurance (QA) with self-assessment and self-improvement for staff and faculty.

ABI has a QA handbook aligned with established standards, and faculty members are guided by a handbook outlining QA expectations and requirements. ABI actively seeks student feedback through course evaluations and engages with alumni and external stakeholders. While ABI demonstrates responsiveness to feedback, such as modifying programme delivery structures, there are opportunities for development. Notably, formalising the feedback mechanisms to ensure a complete feedback loop is essential. ABI has a Code of Conduct policy as well as the Student Code. In the interviews, the ABI Board of Management and staff showed awareness of the importance of academic freedom and the issues surrounding intolerance and grievances from both staff and students which may be further detailed as part of the existing Code of Conduct for staff and students or as separate policies.

Commendation

A.2.2 - Leadership and Management - The VET commends the ABI senior leadership team for fostering an open and warm learning community of staff and students and a culture of learning and self-improvement evident across leadership and faculty.

Recommendations

A.2.4 - Strategic Planning - The VET recommends that ABI update its current strategic plan by specifying short and long-term development strategies, financial projections, timelines, resource requirements, and clear responsibilities.

A.2.5 - Internal Quality Assurance Policies and Procedures - The VET recommends that feedback mechanisms are formalised to ensure closing the feedback loop and that the existing QA policies be further developed in the areas of academic freedom, intolerance and discrimination, as well as policies concerning staff and student grievance and complaint procedures.

Panel Conclusion: Substantial compliance

Standard A.3 - Human Resources

HUMAN RESOURCES IN INSTITUTIONS ARE FIT FOR PURPOSE AND MANAGED FOR FLOURISHING

Standards examined:

A.3.1 Human Resources; A.3.2 Non-Educational Staff; A.3.3 Educational Staff; A.3.4 HR Policies and procedures.

Evidence of Compliance:

Meetings with:

- Management and administration team
- Staff and faculty

Examination of supplemental documents, in particular:

- SER
- Survey result from teachers
- Staffing Schedule (internal employment rules and procedures)
- Code of Conduct
- Table of ABI faculty
- Job description of ABI faculty member
- Internal Employment Rules and Procedures

Analysis and Assessment:

ABI meets the following sub-standards under A.3:

- A.3.2 Non-Educational Staff
- A.3.3 Educational Staff

There is recognition of the need for the staff's professional development who are recruited through an established process. ABI has a drafted educational philosophy which spells out positions and practice which arises from their denominational affiliation and commitment to theological education for practical church-based ministries in Central Asia, China, and Mongolia. The full-time and part-time staff/faculty are qualified for the level being taught and are recognised ministers and leaders in the affiliated churches of the Baptist Union. They are chosen to teach because of their reputation as people modelling Christian character. ABI teachers do not just claim but deliver student centric education and they understand the significance of this approach.

The VET notes a special word of commendation for ABI for meeting expectations under A.3.2 and A.3.3 and contextually exceeding them. Not only are the staff engaged in a programme adapted to the current context of Kazakhstan and Central Asia, but they also effectively recruit and train students drawn from far beyond Kazakhstan (including Mongolia and China); this especially includes the contexts of the non-Russian speaking stakeholders, some of whom the VET team interviewed in person.

ABI substantially meets the following sub-standard under A.3:

- A.3.1 Human Resources

During interviews, the VET confirmed that the staff spoke positively and demonstrated a strong commitment to their work, evidenced by the long-term engagement of many.

There are clear policies and documents in place that address many of the key requirements, such as compensation, job descriptions, and employment rules. However, there are areas for improvement, particularly in ensuring that staff well-being is a central focus and that all policies are precise and aligned with local labour laws. While policies exist, the VET has identified that they are not comprehensive, particularly in the areas of anti-discrimination and staff protection, which need further development.

ABI does not meet the following sub-standard under A.3.4:

- A.3.4 HR Policies and procedures

HR policies and supporting documents are in place for recruitment, work contracts, employee handbooks, and remuneration, among others. While the institution acknowledges the importance of professional development in the job description, a formal faculty and staff development policy remains absent.

Commendation

A.3.2 - **Non-Educational Staff** and A.3.3 - **Educational Staff** - The VET commends ABI for the exceptional commitment demonstrated by the non-educational staff, and recruitment of well-qualified and highly motivated educational staff.

Recommendation

A.3.1 - **Human Resources** - The VET recommends that ABI strengthen its anti-discrimination policies and staff protection policies by aligning them with the relevant national labour laws.

Requirement

A.3.4 - **HR Policies and Procedures** - The VET suggests a requirement that ABI develop a staff development policy and plan for all educational and non-educational staff.

Panel Conclusion: Non-compliance

Standard A.4 - Community and Context

INSTITUTIONS DISPLAY HEALTHY COMMUNITY DYNAMICS IN ACTIVE RESPONSE TO CONTEXT

Standards examined:

A.4.1 Learning Community; A.4.2 Stakeholder Community; A.4.3 Civil Community; A.4.4 Communication

Evidence of Compliance:

Meetings with:

- Alumni
- Stakeholders
- Board
- Staff and management

Examination of supplemental documents, in particular:

- Code of Conduct

Analysis and Assessment:

ABI meet the following sub-standards under A.4:

- A.4.1 Learning Community
- A.4.3 Civil Community
- A.4.4 Communication

A.4.1 Learning Community

ABI fosters a healthy community life among staff, faculty and students which forms part of its annual cycle and covers both academic and relational aspects. The staff, faculty and practice supervisors ensure students receive adequate support both during residence and when in internships. Many of the staff are graduates of ABI and serve in the majority of Baptist churches/institutions. ABI organises corporate worship and prayer - chapel services are at the heart of its community life. ABI models and nurtures character, with culturally appropriate checks and balances in place.

A.4.3 Civil Community

ABI nurtures awareness of local and global cultures and contexts. It is connected to and is culturally embedded within the broader community, including interactions with civil authorities, cultural representatives, and other higher educational institutions. ABI is embracing and nurturing complexity of culture and languages as is evident in its outreach to Kazakh speakers to further develop its context appropriate theological, biblical and practical training for leaders.

ABI adequately emphasises audience and context-appropriate communication, both internally and externally.

ABI substantially meets the following sub-standard under A.4:

- A.4.2 Stakeholder Community

ABI is recognised as the primary theological training institution for a denomination. Additionally, it aims to serve the broader Christian community and maintains a substantial alumni network and student body.

ABI partners with the wider Christian community to offer advanced training opportunities beyond the EQF Level 6/First Cycle Christian Leadership (Христианское Руководство) programme under review.

ABI is already reaching out to local Baptist churches, encouraging them to commit a percentage of their budget to supporting the school.

With substantial engagement with major stakeholders in place, ABI's leadership acknowledges the potential for a more intentional approach and is dedicated to strengthening especially alumni relations. The VET affirms future plans to design and formalise an alumni programme.

Commendation

A.4.1 - **Learning Community** - The VET commends ABI for its efforts in fostering a strong sense of community among their members. The care and support evident among the community members are noteworthy.

Recommendation

A.4.2 - **Stakeholder Community** - The VET recommends that ABI design and formalise an alumni programme.

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:

- Librarian
- Students and alumni
- Faculty and staff
- Management

Examination of supplemental documents, in particular:

- Library Development Plan
- Library regulations
- ABI online catalogue
- Theology Online Digital Library
- Regulation in data
- Consent form
- Learning management system for online teaching and learning
- Policy and Procedures for Data Protection

Analysis and Assessment:

ABI meet the following sub-standards under A.5:

- 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

A.5.1 Student services

ABI provides comprehensive and contextually appropriate student services, particularly tailored to its distance and hybrid delivery model. The part-time programme offers flexibility and allows students to remain in their professional and socio-religious context whilst engaging in theological education during three annual residencies. These residencies foster community, student formation, and intensive teaching.

Students are supported from the candidacy stage and throughout their studies at ABI. They receive orientation for institutional life and expectations, access to library resources and IT support. Attention is given to accessibility to facilities and services, with ongoing upgrades to accommodate students with special needs. Pastoral care is coordinated by the Student Dean to ensure holistic student support.

As the programme is offered in Kazakh and Russian there is a strong emphasis on making learning resources available in both languages. Translation services are provided where necessary.

Students are fully aware of services and support systems available to them.

A.5.2 Study facilities

The classrooms, study facilities, the library, a chapel, residential accommodations and recreational facilities are owned by ABI, well maintained and fit for purpose. The facilities have continuously been developed to support the educational mission of the institution.

The physical environment supports both academic engagement and spiritual formation. Local safety and accessibility standards are met. The facility includes much improved space containing 14 workstations equipped with computers and internet access. Spaces are available for meetings of 12-15 persons including provision for presentations. The study facility is spacious enough for about 30 users at a time.

A.5.3 Library/Learning Resource Centre

Significant library resources support the EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme. Notably, ABI is actively developing the collection further especially by translating resources for Kazakh speaking students. The print and digital collections support theological and ministerial studies.

Orientation on library use is provided to all new students.

The library catalogue is digitised and up to standard, and ABI contracts with external providers for expanded digital access.

The library is well managed by a trained librarian who is committed to ongoing professional development.

A.5.4 Information management

Student records are carefully maintained in physical and digital formats, ensuring transparency and traceability of academic progression. Course assessment data, including student feedback on teaching and learning experiences, is systematically collected, reviewed by programme leaders, and used for continuous improvement.

ABI has a robust data protection policy that meets current standards and safeguards personal and academic information.

A.5.5 Information Technology

IT infrastructure is adequate for institutional operations and educational delivery. ABI employs an external IT professional who works in coordination with staff on system maintenance, security and functionality. Core systems include E-mail, office productivity and communication tools, Learning Management System (LMS) and cloud storage.

A.5.6 Virtual Learning Environment and Educational Resources

ABI uses its LMS and a video conference communications platform to facilitate (a)synchronous video conferencing for online learning. IT support is available for students, staff, and faculty.

Commendations

A.5.2 - **Study Facilities** - The VET commends the Institute for the provision and recent development of excellent study facilities in Almaty, well suited to help to fulfil the vision and mission of the school.

A.5.3 - **Library/Learning Resource Centres** - The VET commends ABI for investment in an excellent resource centre providing students with physical and digital academic resources, well managed by a trained librarian who is committed to ongoing professional development.

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:

- Management team
- Finance/administration
- Board
- Stakeholders
- Finance accountant

Examination of supplemental documents, in particular:

- ACT of Audit Commission
- Appendix 7.7. Strategic Development Plan of Almaty Bible Institute
- Additional evidence document: expanded SER appendix with external financial reports and documents not previously submitted electronically

Analysis and Assessment:

ABI meet the following sub-standards under A.6:

- A.6.3 Sustainability
- A.6.4 Remuneration and Fees
- A.6.5 Fundraising

A.6.3 Sustainability

ABI has sustained operations for over three decades, supported by a combination of foreign donor funding, modest tuition fees, and limited denominational contributions.

The review of the Profit and Loss statements demonstrates a consistent and stable income flow for recent fiscal years, reinforcing the institution's operational resilience.

Staff turnover has remained low for the past ten years. Close affiliation with a denomination, although not a major financial contributor, provides a stable ecclesial context that supports long-term identity and mission continuity.

A.6.4 Remuneration and Fees

ABI's remuneration model reflects contextual realities in Central Asia, where similar theological institutions operate with limited financial capacity. Full-time, part-time, and volunteer staff report satisfaction with their roles and employee attrition is negligible. Salary scales, tuition and fees are comparable to other similar theological institutions in the region.

A.6.5 Fundraising

ABI maintains a diverse, externally oriented fundraising base and is actively encouraging Baptist Union member churches to dedicate a percentage of their budgets to supporting the school.

ABI's long-term financial stability is significantly underpinned by a major commitment from the Slovak Gospel Association (SGA), evidenced by a sighted commitment letter.

ABI substantially meets the following sub-standards under A.6:

- A.6.1 Financial Potential and Planning
- A.6.2 Financial Policies and Procedures

A.6.1 Financial Potential and Planning

ABI benefits from a long-standing commitment from an international partner, documented through a formal letter, which has provided critical financial support since 2021. However, the absence of a defined committed amount and the lack of a formalised, long-term financial plan represented a significant gap in financial planning. While verbal assurances regarding perpetuity of funding have been provided, reliance on a single foreign donor poses a material risk. The connected risk related to high political and regulatory change has not yet been fully mitigated.

The VET also found through interviews and review of documents that ABI would greatly benefit from more structured, documented, written policies governing the budgetary process for financial management. A relative paucity of fully formalised procedures could present a control deficiency.

A.6.2 Financial Policies and Procedures

Effective management accounting provides timely, relevant, and detailed financial data that supports evidence-based decision-making. However, ABI lacks fully documented, structured policies governing the budgetary process and internal financial controls. Management accounting practices are present but not systematised, resulting in reliance on retrospective or incomplete information, which may limit strategic planning and operational efficiency. By fully embedding management accounting into its routine operations, ABI will not only further improve present financial performance but also secure a stronger foundation for future growth and institutional resilience.

Recommendations

A.6.1 - Financial Potential and Planning - The VET recommends that ABI develop a written long-term financial plan that includes diversified revenue projections and contingency funds to mitigate potential disruptions.

A.6.2 - Financial Policies and Procedures - The VET recommends that ABI formalises its management system by adopting written policies for budgeting, financial reporting, and internal controls.

Panel Conclusion: Substantial 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 and Staff
- Stakeholders
- Students and alumni

Examination of supplemental documents, in particular:

- Mission Statement
- Spiritual formation course content
- Course content on Christian counselling and family ethics
- Core values statement
- Curriculum map
- Regulations on Practice
- Ministry practice report (outline/template)
- Write up on Christian Leadership programme which includes:
 - An outline of graduate profile
 - Course outline with hours/credits
- Regulations on Practical education
- Internship report sample

Analysis:

ABI meet the following sub-standards under B.1:

- B.1.4 Academic Achievement
- B.1.6 Mentoring

B.1.4 Academic Achievement

Programme documents and the curriculum map make evident that ABI includes and monitors academic outcomes in theology that are assessed, given credit, and are appropriate to EQF Level 6, aligning with the QF-EHEA descriptors for this level. Meeting the new cohort of students and reviewing reports of completions made evident that students possess sufficient prior knowledge and cognitive/intellectual abilities to undertake this study programme. The programme fosters critical thinking skills supporting students to receive and seek knowledge, with sufficient opportunities for students to apply their learning in ministry settings.

B.1.6 Mentoring

The information provided in the SER was corroborated through various interviews on site and the team found that there is a good mentoring programme in place focusing on accountability,

problem solving and conflict resolution, and personal growth. The mentoring support is well structured and well described, providing clarity of the process, of roles and of responsibilities throughout all phases, including structured feedback to students.

ABI substantially meets the following sub-standards under B.1:

- B.1.1 Holistic Integration
- B.1.2 Spiritual Formation
- B.1.3 Character Education
- B.1.5 Practical training

B.1.1 Holistic Integration

ABI recognises the importance of integrating academically focused and competence-oriented learning with spiritual formation and character education. While its programme demonstrates a coherent design that integrates biblical-theological studies with practical ministry preparation, there is insufficient documented evidence of systematic integration across all modules and courses. A more explicitly worded integration across the four modules and courses within them would provide clarity on how delivery of this programme leads to the expected profile of graduates with respect to holistic integration.

B.1.2 Spiritual Formation

Spiritual formation is deeply embedded in the culture and community life at ABI, supported by chapel services, mentoring and off-campus ministry engagement as also reflected in their motto 'to know, do and be'. The community context for spiritual formation is provided both on campus and off campus where the application of theoretical knowledge gained from the course attendance is put to practice and where spiritual formation is nourished and practiced in the wider socio-religious contexts of the students.

However, while spiritual formation is present and valued, it is not formally assessed, credited, or assigned ECTS. Its outcomes are currently subsumed within practical training assessment rather than as a distinct learning domain.

B.1.3 Character Education

Character development is affirmed as a core value and is nurtured through community life, mentoring, and practical mentoring. However, like spiritual formation, character education lacks a formal structure with defined outcomes, assessment tools, and integration into the curriculum/curricular map.

It would greatly strengthen the domain of character education if it were made more explicit and tangible by mapping both spiritual and character formation into the relevant elements of the programme.

B.1.5 Practical Training

Practical training is a strength of the ABI programme combining classroom instruction with field placements and ministry practice. Students interviewed confirmed they are actively engaged and motivated for ministry in their varied contexts. However, the connection between theoretical components of practical theology and its integration into the broader curriculum could be mapped more clearly. Additionally, there is no comprehensive document for students, mentors, and pastors to provide guidance, for example, on consistency in supervision and evaluations.

Commendations

B.1.4 - **Academic Achievement** - The VET commends ABI for intentionally seeking to meet the programme-level expectations for the Programme through developing students' intellectual, personal and practical ministry competencies and as lifelong learners supported by a stated educational philosophy. Especially noteworthy is the work being done for Kazakh speaking students who do not speak Russian, the lingua franca in the region.

B.1.6 - **Mentoring** - The VET commends ABI for providing multi-level mentoring to students, especially during the practicum.

Recommendations

B.1.1. **Holistic Integration**; B.1.2 **Spiritual Formation**, B.1.3 **Character Formation** - The VET recommends that ABI enhance its curriculum by developing more clearly defined learning outcomes, activities, and assessments for all programme components, ensuring they are integrated and mapped onto the entire curriculum. This includes spiritual formation, character education, and practical training, with spiritual and character components earning ECTS credits.

B.1.5 - **Practical Training** - The VET recommends that ABI:

1. compile the established framework of practical training into a comprehensive document, thus providing guidance for pastors, mentors and students.
2. further detail and document how practical training is mapped into the entire curriculum.

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:

See above under B.1; in addition, see also:

- Graduate profile
- Surveys/feedback from pastors, students
- Document on competencies
- Internal QA Policy
- Regulations on the subject syllabi
- Plagiarism and integrity policy
- Regulations on the educational methodological work of ABI
- Curriculum map

Analysis:

ABI meet the following sub-standards under B.2:

- 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.2.7 Context

B.2.1 Design & approval processes

The programme approval process is in place and included in the Internal QA document. It is clear and includes stakeholder involvement through feedback surveys, and consultation meetings. The design of the EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme has learning outcomes, graduate profile, curricular structure, level and duration, module content, and delivery strategy.

B.2.2 Outcomes & fitness for purpose

ABI operates in a predominantly Muslim-secular context as an academy belonging to the minority denomination of the Baptist church. The EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme is intentionally adapted to prepare graduates for effective ministry in this environment. The curriculum reflects both the external cultural reality and the institution's internal multicultural and linguistic diversity while meeting EQF Level 6/First Cycle level learning outcomes aligned with the QF-EHEA descriptors, thus laying a solid foundation for advanced studies.

The connection between profile statements and curriculum content demonstrates intentional programme design across theological, ministerial, and personal dimensions that are appropriate for a theological programme. ABI provides sufficient opportunities for spiritual formation,

character education, and academic knowledge that are contextually sensitive to meet the needs of churches in the diverse locations its students represent.

Many graduates have also successfully moved on to advanced study programmes which is another evidence of its level and fitness for purpose.

B.2.3 Curricula, Module descriptors & learning activities

The evidence reviewed by VET showed a relevant curriculum with learning outcomes classed under the following domains: Theological-theoretical, Practical theology/ministry, and Personal/social domains. This aligns with the outcomes also listed under the graduate profile for the EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme. ABI's programme description outlines the four standard module descriptors with credit for each course which total up to 180 as required for full EQF Level 6 qualification. The module on practical theology, for example, contains specific courses which are of practical significance for graduates in church ministry. This module is significantly enhanced through the related internship component and a reflective writing project or an integrated examination.

We have already commented above on the levels of mentoring roles towards spiritual formation activities, character education projects, practical ministry, which are also credit-receiving activities.

The learning activities required for courses under each module are varied, theory-informed, theologically coherent, and fit for purpose. Thus, the aim is to prepare graduates who are aware of their context, culture, philosophy, religion and local socio-political landscape; it is also to equip them to acquire knowledge of both the biblical and theological domains, particularly one belonging to their own denomination and more widely of the evangelical tradition. All this is to lead to the main focus of the programme which seeks to prepare leaders for the practical ministry of churches in context.

The programme approval process is clearly stated in the QA document of ABI starting with initiation when the proposal of a new programme or of a significant change in an existing programme is received by the academic council. It is then reviewed internally by the faculty and externally through the involvement of the Union of Evangelical Christian Baptist churches which also includes selected experienced church ministers. This then leads to the final approval via the academic council. ABI thus has clear procedures for the programme development which includes the faculty and stakeholders.

The QA document outlines the teaching, learning and assessment process. Student assessment is varied, transparent and fair. The methods include exams, tests, presentations and participation in discussions during residential sessions. Between sessions, students complete required reading and assignments, which include written work, diaries, and service reports. The assessment criteria are clearly communicated in advance and feedback is delivered timely to improve quality. The assessment also involves ensuring integrity and preventing dishonesty.

B.2.4 Graduate profile

ABI has developed a graduate profile that appropriately reflects the outcomes expected from a practice oriented First Cycle theological programme. The profile statements encompass the knowledge, skills, and character dimensions that are central to a holistic approach to theological education.

B.2.5 Content, level, feasibility & progression

The EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme demonstrates appropriate content with EQF Level 6/First Cycle descriptors, with learning outcomes clearly defined across theological-theoretical, practical theology, ministry, and personal and social development domains. Even though the programme is explicitly practice-oriented and allocates credits to practical theology and ministry application, students have the option to develop research skills and produce a practically oriented thesis.

Students confirmed that the programme is designed for those who work part-time and can complete the programme in a reasonable time. The progression of structure from foundational to advanced competencies is evident in the curricular design.

Academic progression is maintained and constantly updated in both physical and digital student files for reliable recordkeeping.

B.2.7 Context

ABI represents a multicultural and linguistic student body. The development of a Kazakh emphasis within the EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme is commendable, reflecting ABI's intentional and proactive engagement with its local context. As a pioneering effort, it demonstrates a clear commitment to advancing theological education in the Kazakh language, effectively serving both local and broader regional needs.

ABI substantially meets the following sub-standard under B.2:

- B.2.8 Monitoring processes

B.2.8 Monitoring processes

Interviews confirmed that feedback is collected, discussed, and informs improvements.

Anecdotal evidence from teachers and the academic dean indicated that feedback is considered in curriculum development.

ABI reported low completion rates, and when asked to provide documentation of a systematic monitoring approach, none was available.

ABI does not meet the following sub-standard under B.2:

- B.2.6 Credit allocation & duration

The adoption of ECTS is relatively recent at ABI, and its credit framework and definition are still under development. The VET found inconsistency among documents regarding the number of hours assigned per credit. One document specified 25 hours, another 30, and a third indicated a range of 25-30 hours.

Commendation

B.2.1 - Design & approval processes - The VET commends ABI's initiative in developing and implementing a Kazakh-speaking strand of the Christian Leadership Programme to widen the reach of the programme and help encourage the development of Kazakh leaders and scholars.

Recommendation

B.2.8 - Monitoring processes - The VET recommends that ABI compile existing sources of feedback into a systematic monitoring process and include this in the student handbook.

Requirement

B.2.6 - Credit allocation and duration - The VET suggests a requirement that ABI clearly define the credit hour definition per ECTS-credit for the institution and consistently apply this credit hour definition in all relevant documents (i.e. syllabi, module descriptors, student handbook).

Panel Conclusion: Non-compliance

Standard B.3 - Learning, Teaching and Assessment

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

Standards examined:

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

Evidence of Compliance:

See list under B.1-3 above and in addition also see:

- TVSeminary information
- Regulations on evaluating final diploma projects
- Student learning progress samples
- Course and teacher evaluations

Analysis:

ABI meet the following sub-standards under B.3:

- B.3.2 Student centred learning and teaching and assessment
- B.3.4 Variety
- B.3.5 Delivery feedback

B.3.2 Student centred learning and teaching and assessment

ABI has an intentional transition process from teacher-centred to student-centred learning and assessment as evidenced in its list of ten principles for teaching, learning and assessment and in the regulations on the educational and methodological work.

Classroom observations, student and faculty interviews and chapel participation demonstrated ABI understands andragogical principles. Students reported that their input, self-reflection and engagement in learning are valued both inside and outside the classroom.

ABI serves a linguistically and culturally diverse student body, including Russian and Kazakh-speaking students from all over Central Asia, China and Mongolia. Clear policies on academic misconduct and plagiarism are in place to address the needs of students from diverse educational and cultural backgrounds.

The student assessment is varied, transparent and fair. The criteria for assessment are transparently declared for the assignments in advance; feedback is timely and is aimed at improving quality. The assessment also involves ensuring integrity and avoiding dishonesty.

The methods include, for example, exams, tests, presentations and participation in discussions during residential sessions. Outside the residential phase assignments include reading and written assignments to include diaries and ministry reports.

B.3.4 Variety

ABI employs a variety of teaching learning approaches. Residential sessions are complemented with synchronous and asynchronous learning opportunities through its LMS and recorded

sessions via 'TVSeminary. This provides flexibility while enabling students to access learning materials and participate at their own pace within a defined timeframe.

B.3.5 Delivery feedback

Established processes for gathering feedback are in place. A detailed course feedback form addresses course delivery, quality of teaching, methodologies, overall design, and areas for improvement. Student and faculty interviews confirmed that feedback is systematically collected and used for continuous programme improvement, demonstrating a functional Internal QA system.

ABI substantially meets the following sub-standards under B.3:

- B.3.1 Educational philosophy and adult pedagogy
- B.3.3 Module design and delivery
- B.3.6 Assessment

B.3.1 Educational philosophy and adult pedagogy

The institution has an educational philosophy that articulates its vision, emphasising foundation in biblical principles, integration of ministry and learning, the role of practitioner-teachers, and approaches to teaching and learning methodologies. As the Educational Philosophy was recently developed, it has not yet been made publicly available. While the Educational Philosophy provides a satisfactory foundation, it requires further integration in practice. The Educational Philosophy has not yet been widely circulated among educational staff and students to ensure understanding and implementation in practice.

B.3.3 Module design and delivery

The programme is delivered in a hybrid mode and includes 15 residential sessions over five years, internships, examinations and a thesis at EQF Level 6/ First Cycle (180 ECTS). ABI provides advice on programme elements including guidance on induction, progression points, assessment contents and assessment criteria. However, this information is distributed across multiple documents and not consolidated into a single accessible source.

B.3.6 Assessment

Assessment criteria are public, provided to students at the beginning of the programme and are adaptable to various types of learning activities. The grading system demonstrates sufficient summative evaluation. However, it does not include a description or definition of formative qualitative grading criteria for EQF Level 6/ First Cycle (180 ECTS). The VET recommends developing formative qualitative assessment methods and incorporating this training as part of the professional development for the educational staff.

Commendation

B.3.2 - Student centred learning and teaching and assessment - The VET commends ABI for promoting Christian care and equal opportunity, extending access to a diverse student body from Central Asia, with a particular focus on Kazakh-speaking students from China and Mongolia.

Recommendations

B.3.1 - Educational philosophy and adult pedagogy - The VET recommends that ABI designs and delivers professional development activities for all educational staff on the practical application of the educational philosophy.

B.3.3 - **Module design and delivery** - The VET recommends that ABI consider consolidating programme and delivery information in one place that includes induction, progression points, assessment contents and criteria.

B.3.6 - **Assessment** - The VET recommends that ABI develop formative qualitative grading assessment methods at the appropriate level and incorporate this training as part of the professional development for the educational staff.

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:

- Administration team
- Management team
- Faculty and staff
- Stakeholders
- Students

Examination of supplemental documents, in particular:

- Application form

Analysis:

ABI meet the following sub-standards under B.4:

- B.4.1 Admission
- B.4.2 Progression
- B.4.3 Recognition

B.4.1 Admission

There is a clear process to lead the student from inquiry to admission, overseen by the Academic Secretary. Admission standards are aligned with national higher education access, admitting applicants who have completed secondary education (EQF Level 4). The admissions process includes an entrance examination and a personal interview to assess academic and spiritual readiness. In addition, applicants are required to provide recommendations from their local church leaders, reinforcing ABI's commitment to ecclesial accountability and holistic formation.

B.4.2 Progression

With ABI only offering one EQF Level 6 programme, compliance with progression requirements appropriately falls under sub-standard B.4.3 (Recognition) rather than inter-programme pathways as transfer credit and recognition of prior learning mechanisms serve as the relevant advancement framework.

B.4.3 Recognition

Credit transfer policies are clearly defined. Transfer credit from accredited institutions is accepted as it aligns with the programme outcomes.

Completed courses in non-accredited course offerings by ABI can be applied to the programme under review if the modules are equivalent in length, learning outcomes, and assessment.

While the current practice is intentional and functional, the VET noted the absence of a written policy governing such processes.

ABI substantially meets the following sub-standard under B.4:

- B.4.4 Graduation and certification

ABI graduates receive a diploma, a diploma supplement and a transcript of studies.

The diploma supplement includes the standard elements, however, the section addressing international comparability of the qualification lacks complete information. The VET recommends ABI updates and includes all necessary information.

Graduation criteria exist in practice and are applied but are not formalised. Criteria include - in accordance with ABI's commitment to character formation - that students may be prevented from graduation if there are unresolved conduct issues in their faith community.

Graduation ceremonies are suitable for the context.

Recommendation

B.4.4 - Graduation and certification - The VET recommends that:

1. ABI formalise the existing criteria for graduation and make it available to the students as part of the student handbook.
2. the Diploma Supplement information is updated to include all necessary information, specifically international comparability. See ECTE Supplemental Guidelines for the Diploma Supplement.

Panel Conclusion: Substantial compliance

Standard B.5 - Qualification Nomenclature and Credits

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNISED QUALIFICATION NOMENCLATURE AND CREDIT-COUNTING SYSTEMS

Standards examined:

B.5.1 Qualification nomenclature; B.5.2 Credits.

Evidence of Compliance:

Meetings with:

- Administration staff
- Management
- Stakeholders
- Students and alumni

Examination of supplemental documents, in particular:

- Regulation on Educational Activities at ABI
- Regulation on evaluating final diploma projects

Analysis:

ABI meets the following sub-standard under B.5:

- B.5.2. Credits

The programme under review includes 180 ECTS as defined in the QF-EHEA for a EQF Level 6 qualification.

ABI substantially meets the following sub-standard under B.5:

- B.5.1 Qualification nomenclature

As an AP, ABI offers an EQF Level 6 / First Cycle Christian Leadership (Христианское Руководство) programme aligned with QF-EHEA descriptors. ABI's qualification nomenclature is appropriate. While ABI is aware of international systems of degree nomenclature, its comparability tables are incomplete.

Recommendation

See B.4.4 - Graduation and certification

Panel Conclusion: Substantial compliance

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

A.1.3 - **Vision and Mission** - The VET commends ABI for developing partnerships with key stakeholders that are reflected in high levels of trust and mutual co-operation.

A.2.2 - **Leadership and Management** - The VET commends the ABI senior leadership team for fostering an open and warm learning community of staff and students and a culture of learning and self-improvement evident across leadership and faculty.

A.3.2 - **Non-Educational Staff** and A.3.3 - **Educational Staff** - The VET commends ABI for the exceptional commitment demonstrated by the non-educational staff, and recruitment of well-qualified and highly motivated educational staff.

A.4.1 - **Learning Community** - The VET commends ABI for its efforts in fostering a strong sense of community among their members. The care and support evident among the community members are noteworthy.

A.5.2 - **Study Facilities** - The VET commends the Institute for the provision and recent development of excellent study facilities in Almaty, well suited to help to fulfil the vision and mission of the school.

A.5.3 - **Library/Learning Resource Centres** - The VET commends ABI for investment in an excellent resource centre providing students with physical and digital academic resources, well managed by a trained librarian who is committed to ongoing professional development.

B.1.4 - **Academic achievement** - We commend ABI for efforts they are making towards meeting the programme-level expectations for the Leadership Programme in which they seek students' intellectual, personal and practical ministry developments as lifelong learners supported with a stated educational philosophy; especially noteworthy is the work being done for Kazakh speaking students who speak no Russian.

B.1.6 - **Mentoring** - The VET commends ABI for providing multi-level mentoring to students, especially during the practicum.

B.2.1 - **Design & approval processes** - The VET commends ABI's initiative in developing and implementing a Kazakh-speaking strand of the Christian Leadership Programme to widen the reach of the programme and help encourage the development of Kazakh leaders and scholars.

B.3.2 - **Student centred learning and teaching and assessment** - The VET commends ABI for promoting Christian care and equal opportunity, extending access to a diverse student body from Central Asia, with a particular focus on Kazakh-speaking students from China and Mongolia.

SUMMARY OF RECOMMENDATIONS

A.1.4 - **Public Information** - The VET recommends that ABI ensures that information on access and selection criteria, programme learning outcomes, graduate profiles, qualifications, teaching and learning procedures, assessment procedures, pass rates and student retention and/or completion data, learning opportunities for students, progression and mobility opportunities and graduate employment information, the conditions to be fulfilled for the completion of a given programme of studies, the earning of an award or the transfer of accumulated credits to another institution and all financial charges are proactively made accessible to enquirers or applicants after appropriate vetting.

A.2.4 - **Strategic Planning** - The VET recommends that ABI update its current strategic plan by specifying short and long-term development strategies, financial projections, timelines, resource requirements, and clear responsibilities.

A.2.5 - **Internal Quality Assurance Policies and Procedures** - The VET recommends that feedback mechanisms are formalised to ensure closing the feedback loop and that the existing QA policies be further developed in the areas of academic freedom, intolerance and discrimination, as well as policies concerning staff and student grievance and complaint procedures.

A.3.1 - **Human Resources** - The VET recommends that ABI strengthen its anti-discrimination policies and staff protection policies by aligning them with the relevant national labour laws.

A.4.2 - **Stakeholder Community** - The VET recommends that ABI design and formalise an alumni programme.

A.6.1 - **Financial Potential and Planning** - The VET recommends that ABI develop a written long-term financial plan that includes diversified revenue projections and contingency funds to mitigate potential disruptions.

A.6.2 - **Financial Policies and Procedures** - The VET recommends that ABI formalises its management system by adopting written policies for budgeting, financial reporting, and internal controls.

B.1.1. **Holistic Integration**; B.1.2 **Spiritual Formation**, B.1.3 **Character Formation** - The VET recommends that ABI enhance its curriculum by developing more clearly defined learning outcomes, activities, and assessments for all programme components, ensuring they are integrated and mapped onto the entire curriculum. This includes spiritual formation, character education, and practical training, with spiritual and character components earning ECTS credits.

B.1.5 - **Practical Training** - The VET recommends that ABI:

1. compile the established framework of practical training into a comprehensive document, thus providing guidance for pastors, mentors and students.
2. further detail and document how practical training is mapped into the entire curriculum.

B.2.8 - **Monitoring processes** - The VET recommends that ABI compile existing sources of feedback into a systematic monitoring process and include this in the student handbook.

B.3.1 - **Educational philosophy and adult pedagogy** - The VET recommends that ABI designs and delivers professional development activities for all educational staff on the practical application of the educational philosophy.

B.3.3 - **Module design and delivery** - The VET recommends that ABI consider consolidating programme and delivery information in one place that includes induction, progression points, assessment contents and criteria.

B.3.6 - **Assessment** - The VET recommends that ABI develop formative qualitative grading assessment methods at the appropriate level and incorporate this training as part of the professional development for the educational staff.

B.4.4 - **Graduation and certification** - The VET recommends that:

1. ABI formalise the existing criteria for graduation and make it available to the students as part of the student handbook.
2. the Diploma Supplement information is updated to include all necessary information, specifically international comparability. See ECTE Supplemental Guidelines for the Diploma Supplement. (B.5.1)

SUMMARY OF REQUIREMENTS

A.3.4 - **HR Policies and Procedures** - The VET suggests a requirement that ABI develop a staff development policy and plan for all educational and non-educational staff.

B.2.6 - **Credit allocation and duration** - The VET suggests a requirement that ABI clearly define the credit hour definition per ECTS-credit for the institution and consistently apply this credit hour definition in all relevant documents (i.e. syllabi, module descriptors, student handbook).

IN CONCLUSION

The VET recommends to the ECTE AC ABI be judged to be in compliance with the *Standards and Guidelines* of the ECTE with the exceptions of the requirements listed above.

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

The VET would like to record their gratitude to ABI 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 ABI 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 Visiting Evaluation Team:

Signed:

Dr. Patrick Mitchel (Team Leader)

Dr. David Singh (VET Member)

Dr. Fernando Almaida (VET Member)

Rajesvary Sinnasamy (Student Representative)

October 2025

APPENDICES

Visitation Schedule

		Place	Comments
<i>Tuesday, Arrival Day, September 30</i>			
Morning	Team arrives in Almaty		
1 hour	Team Briefing		
Evening	Dinner with Senior Leadership Team Rector, Dean, Vice-Rector		
<i>Wednesday, Day 1, October 1</i>			
09:00-09:45	Team Briefing		
10:00-10:45	Tour of Facilities (includes library) Library Director		
11:00-11:45	Programme Director plus Educational Staff Christian Pedagogy Music Ministry Intercultural Youth Ministry		
12:00-12:45	Watch video of class Omsk	Meeting with Finance accountant	
14:00-14:45	Board Members	Meeting with Alumni (Russian speaking only)	
15:00-15:45	Visit Class at ABI on OT	Team Time /Review Worksheet	
<i>Thursday, Day 2, October 2</i>			
08:30 –09:00	Morning Worship		
09:00-09:45	Team Briefing for the Day		
10:00-10:45	Teaching Faculty Almaty Teacher of the Christian Leadership Programme in Kazakh (Discipleship) Teacher of the Christian Leadership Programme in Kazakh (NT Overview, Paul's Epistles) Director of the Christian Leadership Programme in Kazakh (Academic Writing, Spiritual Formation, Fundamentals of Management)		

	Teacher (Homiletics) Interpreter, teacher (English, Public Relations, Event and Holiday Planning) Director of the Christian Pedagogy Programme (Spiritual care, Biblical teaching about children) Teacher (Pedagogy of Youth and Adolescent Ministry) Teacher (Leadership, Spiritual Growth, Personal Growth, Bible Books, History of Christianity) Teacher (Conducting, Piano, Vocals, Choral Leading)		
11:00-11:45	Teaching Faculty Omsk (online)		
12:00-12:45	Administrative Staff (i.e. admissions, registrar) Secretary		
14:00-14:45	Omsk Coordinator	Support Staff Head of Housekeeping Head Chef Household Manager Security Manager	
15:00-15:45	Students (Kazakh speaking) – in person meeting	Team Time / Review Worksheet	

Friday, Day 3, October 3

09:00-10:00	Team Briefing for the Day		
10:00-10:45	Learning Resources Almaty (library)	Learning Resources Omsk (online)	
11:00-11:45	Group coordinators, Mentors, Internship Coordinator, Student Dean Student Dean, Internship Coordinator, Coordinator of Christian Pedagogy, Coordinator of Music Ministry, Coordinator of Intercultural Youth Ministry, Coordinator of Christian Leadership, Mentors	Russian speaking students	
12:00-12:45	Stakeholders (Local church leaders that ABI works with)		

Pastors Pastor, Director of the Bible Mission		
Reserved for follow-up conversations as needed		
Finalising Report (commendations, recommendations, requirements)		

Saturday, Day 4, October 4

<i>09:00-10:00</i>	Team meeting with Accreditation Director		
<i>1 hour</i>	Finalising Report (commendations, recommendations, requirements)		
<i>1 hour</i>	Sharing Conclusions with leadership team (Minimum break of two hours after finalising report)		