REVIEW REPORT

European Nazarene College (EuNC), Gelnhausen

Related to a visit for a Cyclical Review;
April 3-5, 2025
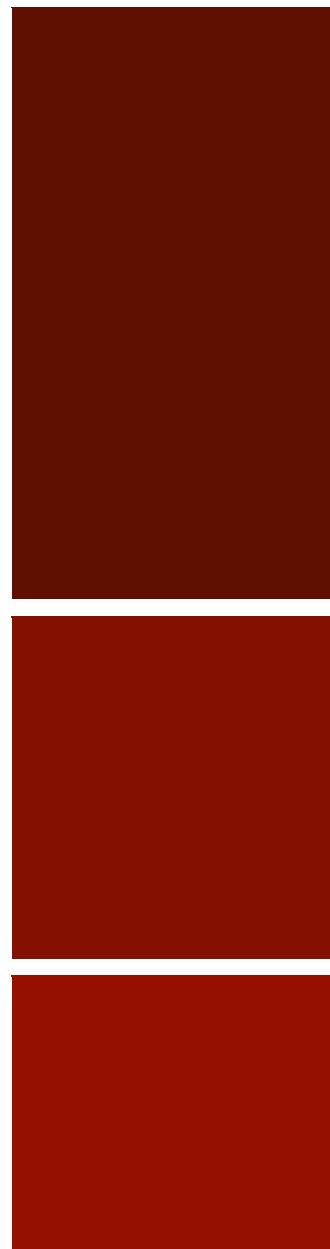
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A. EXECUTIVE SUMMARY

Report of a Cyclical Review of the institution and the programmes of European Nazarene College (EuNC), alternative provider of higher education (AP).

This report relates to a process, including a desk analysis of the C-SER (Cyclical Self-Evaluation Report) plus supplemental documentation provided to the Visiting Evaluation Team (VET) and a hybrid visit April 3-5, 2025, preceded by two online site visits, for the purpose of accrediting EuNC's programmes based on the ECTE's *Standards and Guidelines* and relevant ECTE Supplemental Guidelines. The VET suggests to the ECTE Accreditation Commission 12 commendations of excellence, 6 recommendations and no requirements.

B. INTRODUCTION TO THE REVIEW

EuNC obtained institutional and programme accreditation from ECTE as an AP in 2012, with the last re-accreditation in 2020.

Programmes

Programmes submitted for accreditation in 2025:

EQF/QF-EHEA	Name of qualification used by EuNC	ECTS	ISCED Level	ICETE Level	Delivery Mode
EQF 5 /Short Cycle (partial)	Certificate in Spiritual Formation (CSM)	60	5 (partial)	Certificate	DE/OE
EQF 5 /Short Cycle	Diploma in Christian Ministry (DCM)	120	5	Diploma	DE/OE
EQF 6 /First Cycle (P)	Advanced Diploma in Applied Theology (ADAT)	180	6	Bachelor	DE/OE

The Visiting Evaluation Team (VET)

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

Dr. Patrick Mitchel (Team leader)
Dr. Willem J. de Wit (VET member)
Eri Ndreca (VET member)
Ulrike Killguss (Student representative)

Visit Arrangements

The C-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 ECTE VET-Coordinator 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 EuNC by the VET-Coordinator, who also asked the school if they had any reservations about the team members, but there were none.

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

1. The Review Coordinator (RC) provided access for the VET-members to the SER, supplemental documents, and all previous correspondence with the school via hyperlink.
2. VET members recorded the results of their initial reading of the documents within the shared document.
3. The Internal Review Coordinator (IRC) of the school was identified and received a copy of the visit protocol.
4. In conjunction with the VET leader, the IRC organised and agreed to a schedule for the visit.
5. Two initial pre-visit meetings of the VET took place via videoconferencing to discuss the SER and supporting documents.
6. 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 team and staff. The school provided all online means needed for an effective evaluation of the academic work and communal life. From the team's point of view, the documentation submitted was well produced, and discussions held were transparent and sufficient for the purposes of the evaluation. The documentation provided a useful summary of the school's current state and response to previous recommendations. Online site visits to the Digital Campus (DIG) and the Arabic Learning Centre (ALC) took place on March 18 and March 20, 2025. The hybrid visit began April 3, 2025, and concluded April 5, 2025.

The review was conducted in English.

Visit Schedule

Meetings with the various stakeholders occurred as follows, at times including all the VET and other times the VET split up and attended different meetings. They included meetings with:

Rector	Curriculum Committee
Leadership Team	Financial & GDPR Officer
Teaching Faculty	Mentoring and Practicum/Internship Lead
Board Representatives	Teachers
Learning Centre Coordinators and Administrators	Students
	Alumni

The team also attended an online class at the ALC on March 18, 2025.

C. INTRODUCTION TO THE INSTITUTION AND PROGRAMMES

General Description of Institution

EuNC has been a member of ECTE since 2002 and has been accredited as an institution since 2012, most recently in 2020.

EuNC is registered in Germany as European Nazarene College e.V. and functions as an AP. The school is sponsored by and maintains a close connection with the Church of the Nazarene (CoN), offering a validated course of study for ordination within the denomination.

As a fully decentralised institution, EuNC operates in 17 Learning Centres (LCs) - some temporarily inactive - across 15 instructional languages (one currently inactive), with no residential campus. It is a single educational network with one faculty, one student body, and a core curriculum delivered through both distance and on-site formats. The decentralised structure is embedded in its governance and administrative models and allows the school to serve local churches directly.

In this decentralised model, faculty are embedded within the local cultural and ministry contexts of each LC so that students experience contextualised theological education in their own language and cultural setting, often taught by native speakers engaged in local ministry.

Mission and Vision Statement

EuNC's mission is to "Enable Christlike Disciples for Ministry". EuNC believes that students do not start their theological and ministerial discipleship when they begin their studies; therefore, their goal is to guide them from where they are in their journey with God and take or lead them to a point where they feel comfortable serving in different ministerial roles.

The Vision 2020 Strategic Plan aimed at being a "School in Many Nations". EuNC's "2030 Growing Together" Strategic Plan intentionally aims to strengthen the institutional identity and is focusing on nurturing and deepening relationships between the LCs and with its sponsoring denomination's entities.

History

EuNC was envisioned in 1963 by Jerald Johnson and Bob Cerrato as a ministry training school for continental Europe. This vision became reality in 1965 with the founding of European Nazarene Bible College (ENBC) in Büsingen, Germany. Classes began in 1966 under Rev. John B. Nielson. From the start, the school was international in scope, with English as the main language and preparing individuals for Christian service and ordination.

In 1977, ENBC affiliated with MidAmerica Nazarene University (MNU), enabling it to offer an accredited Bachelor of Arts degree. After the fall of Communism, the school expanded its

mission into Eastern Europe by offering theological education by extension, allowing greater accessibility for students unable to study on campus.

To reflect its broader role, ENBC was renamed European Nazarene College (EuNC) in 2001. In 2004, EuNC began a seven-year transformation initiative, and by 2006 launched its "Moving Forward" strategy, promoting a unified, multicultural school with a central administration and multiple teaching locations across Europe and the Commonwealth of Independent States (CIS) countries. A revised curriculum and the European Credit Transfer and Accumulation System (ECTS) were introduced in 2007–08.

Despite progress, declining enrolment and financial challenges led to the closure of the residential campus in 2011 and a shift to a decentralised model focused on LCs. In 2012, EuNC gained initial ECTE accreditation. The "2030 Growing Together" Strategic Plan, adopted in 2023, outlines collaboration with churches and ministry organisations to fulfil its mission.

Over the past five years, EuNC implemented a Faculty Development Plan to clarify faculty roles based on engagement. It also revised and introduced new policies aligned with ECTE standards, such as a Quality Assurance Handbook, Code of Conduct, and Educational Philosophy. Alumni relations were strengthened through focused communication. In September 2023, following two years of preparation, EuNC launched Arabic-language courses via its new ALC, expanding into the Middle East. The school has also begun developing non-accredited educational services to meet specific church needs, including appointing a leader for this initiative.

Facilities

Most of EuNC's educational efforts happen online. There are, however, some places where training is provided in traditional classroom settings. The following images are illustrative of the kind of facilities available for traditional classroom delivery:

Fig. 1: Hungary LC   Fig. 2: Portugal LC

Governance

EuNC has adjusted its organisational chart in the past review period to make clear the role of the Curriculum Committee in its structure and include the new leadership position. EuNC is governed by a Board of Trustees that has the general oversight of the school. From this Board, an Executive Committee provides ongoing follow up and accountability to the operational executive officers. For its effectiveness, EuNC operates with a Leadership Team representing the school's main areas; a Curriculum Committee which oversees the development of the programmes and courses and participates in the quality assurance processes; LC administrative bodies to organise the delivery of the needed courses for each location.
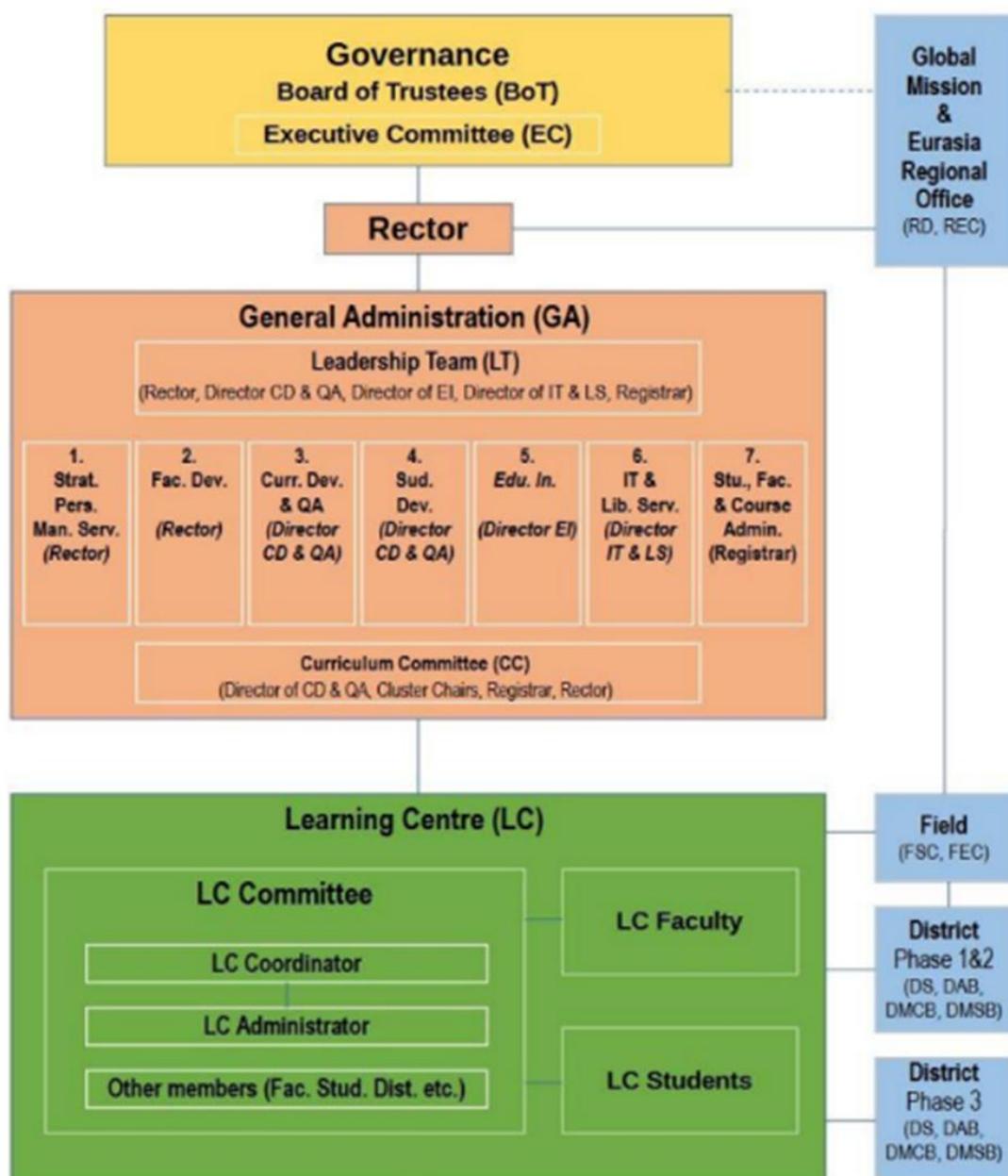
Educational and non-educational Staff

EuNC relies on a stable team of educational and non-educational staff whose involvement with EuNC is primarily part-time. Because of this characterising feature, EuNC has segmented its faculty into roles, making clear the level of the Institution's expectations of staff in terms of their time involvement with EuNC and faculty development requirements. Over the years, EuNC has been able to count on people with a range of language competencies to deliver the educational programmes, and who are also practitioners involved in local church ministry, thus being able to connect their teaching with practical experience.

	Total (MX/FX)	Doctoral Degree	Masters Degree	Undergraduate[1]
2019-20	121 (M: 79/F: 42)	35	80	6
2020-21	135 (M: 89/F: 46)	37	92	6
2021-22	137 (M: 91/F: 46)	39	89	9
2022-23	147 (M: 99/F: 48)	40	98	9
2023-24	135 (M: 87/F: 48)	34	92	9

[1]Assistant Lecturers

2023-24 Faculty Segmentation

- Instructors 35%
- Lecturer 40%
- Senior Lecturers 4%
- Assistant lecturers 5%
- Visiting Lecturers 14%
- Staff Instructors 2%
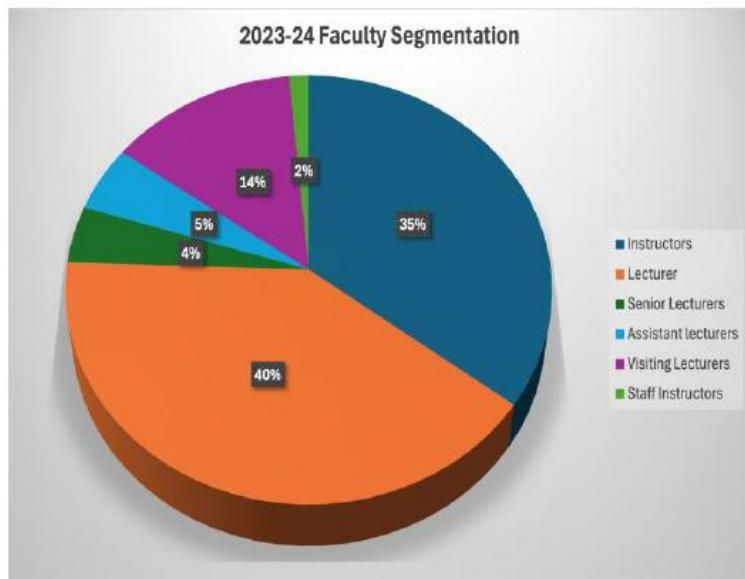
Budget

EuNC develops its budgets annually, and these are closely followed up by the Executive Committee of the Board throughout the year. Additionally, the full Board of Trustees approves the budget and finance reports at their meetings. All end-of-year reports are independently audited by an external auditor. EuNC's funding is primarily composed of donations received from the sponsoring denomination at its different levels, with tuition and fees paid by the students.

Student Numbers

	EQF 5 /Short Cycle (partial) Certificate in Spiritual Formation (CSF)		
	Entering	Total headcount	Graduating
2019-20	13 (M8/F5)	54 (M24/F30)	7 (M3/F4)
2020-21	6 (M4/F2)	47 (M22/F25)	8 (M3/F5)
2021-22	17 (M4/F13)	54 (M18/F36)	9 (M6/F3)
2022-23	43 (M19/F24)	82 (M31/F51)	2 (M1/F1)
2023-24	22 (M6/F16)	79 (M29/F50)	15 (M10/F5)
Total	101 (M41/F60)	316 (M124/F192)	41 (M23/F18)

	EQF 5 /Short Cycle Diploma in Christian Ministry		
	Entering	Total headcount	Graduating
2019-20	22 (M16/F6)	124 (M58/F66)	2 (M0/F2)
2020-21	9 (M4/F5)	120 (M54/F66)	7 (M5/F2)
2021-22	6 (M1/F5)	120 (M53/F67)	14 (M6/F8)
2022-23	17 (M8/F9)	123 (M55/F68)	4 (M2/F2)
2023-24	21 (M10/F11)	112 (M49/F63)	16 (M5/F11)
Total	75 (M39/F36)	599 (M269/F330)	43 (M18/F25)

	EQF 6 /First Cycle (P) Advanced Diploma in Applied Theology		
	Entering	Total headcount	Graduating
2019-20	8 (M4/F4)	9 (M5/F4)	0 (M0/F0)
2020-21	2 (M1/F1)	11 (M6/F5)	0 (M0/F0)
2021-22	6 (M5/F1)	18 (M14/F4)	2 (M0/F2)
2022-23	21 (M12/F9)	38 (M24/F14)	0 (M0/F0)
2023-24	14 (M9/F2)	47 (M29/F18)	0 (M0/F0)
Total	51 (M33/F18)	123 (M78/F45)	2 (M0/F2)

Due to technical limitations, EuNC is not able to provide historic FTE separated by programme (these statistics are now being collected for future use), but only the overall institutional FTE as follows:

	Overall Institutional FTE
2019-20	38.6
2020-21	37.1
2021-22	32.88
2022-23	32.62
2023-24	34.67

How the institution prepared for the review

In preparation for this review, the Director of Curriculum Development and Quality Assurance, who is also the IRM, was the primary writer. The draft was then reviewed, discussed, and approved by the Leadership Team of the school. This initial stage took place in the months of January-September 2024. In October 2024, the draft C-SER was sent to ECTE for feedback and initial comments. The final version of the C-SER was then submitted in January 2025, after the final review and approval of the Leadership Team, in preparation for a review visit of a VET team in the Spring of 2025.

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:

- Leadership Team
- Board Representatives
- Learning Centre Coordinators and Administrators
- Administrative Staff
- Teaching Faculty
- Students
- Alumni

Examination of supplemental documents, in particular:

- EuNC website
- Digital Campus website
- Academic Catalogue
- EuNC Educational Philosophy
- EuNC Constitution
- "2030 Growing Together" Strategic Plan
- Code of Conduct
- Sample of PR materials
- Social media (Facebook)
- Statement of faith on EuNC website
- Legal registration documents (in Germany)
- Mission and Vision on EuNC website

Identity

EuNC demonstrates a clear and meaningful articulation of its identity as a Christian denominational school, acting as an AP in Europe, as well as in parts of Asia and the Middle East. The school's denominational identity, rooted in the Wesleyan holiness movement, is a central aspect of its courses, vision, and mission. This strong identity is deeply embedded within the European network of the CoN and is further strengthened by links to the global CoN community, particularly in the USA, which provides funding streams and institutional support.

Legal and Fiscal Status

EuNC is registered in Germany as a non-profit organisation and defines itself as an AP of theological Higher Education. EuNC operates in compliance with the fiscal and financial regulations of the countries in which it is active. Ten of the LCs are located within the European Union, while the remaining centres are subject to other national legal frameworks.

Vision and Mission

The EuNC "2030 Growing Together" Strategic Plan - outlines the vision and overarching strategic objective: "European Nazarene College will become a more significant part of a growing church in the Kingdom of God in Eurasia, collaborating with local churches, districts, the region, and other church and ministry entities in fulfilling the mission of God – making Christlike disciples in the nations."

EuNC developed and approved the new Strategic Plan in January 2023. This marked a significant reassessment of its strategy in response to the impact of COVID-19, changes in leadership, evolving stakeholder needs, and broader external challenges such as economic pressures.

The development of the Strategic Plan was a collaborative effort involving leadership, as well as both internal and external stakeholders. It reflects a shared understanding of EuNC's identity and purpose and outlines how the vision and mission will be implemented over the next 5–7 years.

EuNC's identity remains strong, firmly embedded within the European network of the CoN.

What is especially notable is how deeply the school's vision and mission are embraced by staff, students, and administration across multiple cultural and linguistic contexts. There is a clear and shared commitment to the institution, to the task of theological education, and to the theological distinctives of the CoN.

Public information

EuNC's identity, activities, and programmes are transparent and easily accessible on its website. Details regarding admissions, access criteria, programme learning outcomes, qualifications, assessment methods, student mobility, credits and ECTS, course descriptions, library resources, and financial information are available. There is also transparent information about ECTE accreditation and how each programme aligns with the ordination requirements of the CoN.

Each LC has a dedicated webpage that provides essential information to make informed decisions in the local language. The VET confirms that the Academic Catalogue and other key information are provided in the language of each LC. The Academic Catalogue is the most important document in regard to this standard, as it outlines essential institutional, academic, and practical details for all three accredited programmes.

Commendation:

A.1.3 - **Vision and Mission** - The VET commends how deeply the vision and mission are understood and affirmed by staff, students and administration across multiple contexts and languages. There is an impressive, shared commitment to the school, the task of theological education and to the theological distinctives of the CoN.

Panel Conclusion: Full compliance

Standard A.2 - Governance and Quality Assurance

INSTITUTIONS HAVE APPROPRIATE AND EFFECTIVE GOVERNANCE AND QUALITY ASSURANCE STRUCTURES

Standards examined:

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

Evidence of Compliance:

Meetings with:

- Leadership Team
- Board Representatives
- LC Coordinators and Administrators
- Administrative Staff
- Teaching Faculty
- Students
- Alumni

Examination of supplemental documents, in particular:

- QA Handbook
- 2030 Growing Together Strategic Plan
- New Trustees Induction Pack
- EuNC Bylaws
- EuNC Constitution
- Academic Catalogue
- Faculty Development Plan
- Guidelines on Student Representative Roles
- Guide to Faculty Roles
- Previous ECTE accreditation reports (annual and cyclical)
- Code of Conduct
- EuNC website

Governance

EuNC has a well-established and robust governance structure that aligns with its mission and identity as a Christian theological institution.

The denominational nature and identity of EuNC is reflected in its tripartite governance structure of the Board of Trustees (representing districts of CoN in Eurasia), the school's Rector, Leadership Team and the school's Curriculum Committee.

The Board serves as the governing body and is the formal authority to which the school leadership is directly accountable, with the Rector being the primary point of accountability. The Board's role is to ensure the necessary means to accomplish the school's mission and vision are in place. The Board members are well integrated into the vision and mission of EuNC and understand its identity and ethos.

At the General Administration level, EuNC is led by the Leadership Team for all operational issues of the school, and the Curriculum Committee is responsible for maintaining the academic standards of the curriculum. At the LC level, the local administration and the LC Committee are

responsible for handling issues related to student recruitment, student billing, recommendations of new faculty, and making decisions on course offerings.

The Bylaws set out clearly and in detail the leadership structures and decision-making roles of each level of leadership. It is an exemplary document articulating the governance structure and responsibilities of relevant parties.

The Board prioritises both short- and long-term financial sustainability, balancing immediate needs with long-term stability.

The "2030 Growing Together" Strategic Plan is monitored by the Board and the Leadership Team to evaluate progress toward the plan's objectives and financial projections, ensuring alignment with both institutional goals and fiscal targets.

Leadership and Management

EuNC's Bylaws clearly define the distinct roles and responsibilities of the Board, Rector, Leadership Team, Curriculum Committee, and LCs, ensuring an appropriate separation between governance and management. The Rector focuses on daily operations, inspiring Christian character in the learning community, and alignment with Board-approved policies and goals. The Bylaws also articulate clear lines of responsibility between the Rector, Leadership Team, Curriculum Committee and local LCs.

The Leadership Team demonstrates a strong, well-established and trust-based working relationship, effectively maintained through regular in-person and online meetings. The Rector has a supportive and professional working relationship with the Board and is supported by senior leaders in the wider CoN.

Decision-making Structures

EuNC has established clear decision-making structures that ensure accountability and transparency at all levels of governance and management. The Bylaws lay out well-articulated decision-making structures across the school, led by the Rector that involve faculty, students and administration.

Student governance structures are in place. Student representation is defined in the Guidelines on Student Representative Roles, which outline the responsibilities of LC Student Representatives and the College-wide Student Representative. LC Student Representatives serve on the LC Committee, where they participate in discussions related to curriculum, course offerings, and teaching personnel. In addition, the College-wide Student Representative, who is elected by the LC Student Representatives, serves as an ex officio member of the Board of Trustees, ensuring student representation at the governance level.

Strategic Planning

The "2030 Growing Together" Strategic Plan is a comprehensive, forward-looking, and action-oriented roadmap developed by the Board and Leadership Team with meaningful input from CoN stakeholders across various jurisdictions. Clearly aligned with EuNC's vision and mission, the plan is well communicated and widely understood. It outlines clearly evaluated outcomes and is closely linked to operational budgets. Structured with a detailed timeline, the plan is divided into two major sections: Part 1 outlines the institution's Strategic Priorities, and Part 2 presents the Implementation Plan, which defines how and when specific goals are to be achieved and articulates appropriate monitoring structures.

Significant work has gone into the development of the Strategic Plan, which reflects a high degree of stakeholder involvement. The Board, Leadership Team, and other key stakeholders have worked together in the design, approval, and implementation of the plan, ensuring alignment with the mission and vision of the school. The plan effectively integrates resource considerations, and progress is monitored by both the Board and the Leadership Team.

Importantly, the plan involves the decentralised LCs, with DE/OE delivery fully integrated into institutional planning, budgeting, fundraising, and quality assurance processes. A notable challenge in the plan is the highly differentiated nature of the LCs, each operating in a distinct context with its own challenges. Steps are being taken to resource the LCs most in need of help.

A strength of the plan is how the educational leadership has clearly identified the intended audience for the DE/OE programmes and is acutely aware of the diversity of their students' digital experience and accessibility.

Internal Quality Assurance Policies and Procedures

In response to recommendations from previous accreditation reviews, the school has developed and implemented a comprehensive Quality Assurance (QA) Handbook over the past five years. This document is publicly available and serves as a central reference for quality assurance across all LCs.

The QA Handbook is robust, offering clearly defined policies and procedures applicable across all LCs. It outlines faculty roles and expectations, details the integration of teaching, learning and research, and ensures consistent application of quality standards institution-wide, including in DE/OE delivery contexts.

The VET reviewed QA policy implementation across diverse LCs, highlighting challenges in maintaining quality amid varying linguistic and educational contexts. Training LC Coordinators and Administrators proved vital, with evidence confirming staff adherence to QA standards through effective training.

Student feedback processes are in place. To promote peer-to-peer learning and feedback beyond individualised feedback, EuNC could consider diversifying its feedback methods - such as introducing mid-course evaluations or corporate reviews facilitated by an independent moderator where students can share their experiences jointly, selecting specific courses for feedback (i.e. every new course, first course of every new teacher, one course per year and teacher) or changing a few questions per academic year.

Given EuNC's decentralised approach with LCs, it is recommended that, going forward, the school conduct regular internal quality evaluations of each LC and provide a transparent, comparative overview. This will provide a basis for dealing with potential challenges in different LCs, such as low student enrolment, limited financial resources, lack of resources in local languages and heavy workloads of LC staff. A comparative overview of such issues at each LC would be very helpful in assessing at what point a programme at a specific LC would no longer be sustainable or fulfil accreditation Standards.

EuNC has mechanisms for managing LCs that become inactive. As discussed with leadership during the review, when an LC faces ongoing challenges, it may enter a phase of suspended operations to allow for internal evaluation and restructuring. While some students may transfer to other LCs or the DIG, language barriers sometimes prevent this, potentially limiting student

progression pathways. This highlights the importance of proactive planning and clear communication in QA processes related to an LC's viability.

Cyclical Quality Assurance

EuNC undergoes cyclical reviews by ECTE every five years and submits Annual Progress Reports.

EuNC, as part of the CoN, aligns its mission and academic practices with the expectations of CoN stakeholders, benefiting from affiliation with a global network of 50 theological colleges and the CoN's own accrediting body.

The CoN has established academic standards for those seeking ordination, which are maintained and reviewed at least every four years by the Global Clergy Development Office (GCDO), supported by the Regional Course of Study Advisory Committee (RCOSAC) and the International Course of Study Advisory Committee (ICOSAC).

To remain aligned with these standards, EuNC must submit its programmes for validation every ten years. This process includes consultations with Nazarene Districts served by EuNC to ensure the continued relevance of its programmes. It also involves gathering feedback through surveys distributed to students, graduates, churches, and district leaders. EuNC then prepares and submits a detailed rationale to RCOSAC, outlining how its proposed Course of Study meets the academic requirements of both the denomination as a whole and the Eurasia Region specifically.

Once approved by RCOSAC, the validation materials are submitted to ICOSAC for review and subsequently to the General Board and Board of General Superintendents of the CoN for final validation. Additionally, a mid-term assessment is conducted five years into the cycle, during which EuNC reports any changes made to the curriculum or courses and provides justification for those adjustments. These changes follow the same validation process outlined above.

Robust systems are in place to maintain high standards of external quality assurance, with clear evidence that quality assurance is a continuous process at EuNC.

QA at EuNC is an ongoing process, supported by initiatives such as the development of a new QA Handbook and a Faculty Development Plan. The school's commitment to transparency is reflected in the public availability of its quality assurance standing on its website.

Commendations:

A.2.2 - **Leadership and Management** - The VET commends the high level of professionalism and Christian patterns of leadership evident in the Leadership Team, Cluster Chairs, faculty, LC Coordinators and Administrators.

A.2.4 - **Strategic planning** - The VET commends how EuNC has developed its vision and mission in consultation with key stakeholders across multiple locations, and how this vision is being implemented in its current strategic plan.

Recommendation:

A.2.5 – **Internal Quality Assurance Policies and Procedures** - While robust QA policies are in place, the VET recommends that EuNC conduct a phased and regular internal quality evaluation of each LC, providing a transparent, comparative overview via Annual Progress Reports upon implementation.

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:

- Leadership Team
- Board Representatives
- Administrative Staff
- Learning Centre Coordinators and Administrators
- Teaching Faculty

Examination of supplemental documents, in particular:

- Faculty Development Plan
- Guide to Faculty Roles
- Faculty List
- Job Descriptions
- Bylaws

Human Resources

EuNC demonstrates a clear commitment to treating its staff, both educational and non-educational, as a primary asset and approaches staffing with care, Christian love, and legal responsibility. Although members of the General Administration and most LC Coordinators are currently affiliated with the CoN and serve in Nazarene contexts, EuNC employs a diverse team of faculty, administrators, and support staff, some of whom are members of other Christian traditions. All of them are engaged through formal working agreements, with job descriptions in place.

Human resources are sufficient to carry out the decentralised educational programme effectively, tailored to institutional objectives and activities and monitored to ensure personal sustainability and realistic workloads.

Non-Educational Staff

EuNC has a capable, spiritually mature, and mission-oriented team of non-educational staff who are well qualified for their roles. Their strong commitment to the Christian ethos of the school is evident.

The school demonstrates fair, transparent recruitment and employment practices and ensures appropriate workload distribution. Staff members, including IT, administrative, and financial personnel, report feeling well supported both personally and professionally. There is clear line management in place, including reporting structures to the Leadership Team.

Ongoing professional development is actively supported, with formal induction processes and collaborative working relationships within the administrative framework. The school is attentive to the well-being and sustainability of its non-academic staff and is encouraged to continue monitoring staff resourcing and support as part of its long-term planning.

Educational Staff

EuNC's educational staff members are appropriately qualified, spiritually mature, and demonstrate strong alignment with the school's Christian ethos. Faculty are respected members of their faith communities and demonstrate character traits consistent with Christian leadership and discipleship.

EuNC has a clear commitment to supporting the development of its faculty. The Faculty Development Plan outlines the school's encouragement of further academic training, including financial support. Opportunities for professional growth are communicated regularly, although feedback from faculty suggests these may benefit from a more tailored or strategic approach to align with individual development goals.

Community and training are fostered through annual in-person faculty assemblies and regular virtual convocations. These gatherings promote mutual learning, spiritual encouragement, and consistency in policy implementation. Faculty receive training and technical support for the Virtual Learning Environment (VLE) platform, with resources provided to enhance the quality of online instruction. Faculty who have little or no experience in online education are encouraged to enhance their skills for that delivery mode using the ICETE Academy training courses.

Despite many faculty members balancing teaching with full-time ministry roles, there is a strong sense of shared mission and collegiality. Teaching loads are currently manageable, and the school remains attentive to workload distribution and ongoing faculty support.

HR Policies and procedures

EuNC has established HR policies to ensure fair, transparent, and compliant practices across its decentralised model. Staff directly employed by the school follow the "Work Contract Guidelines for Employees of the CoN in Germany" (*Arbeitsvertragsrichtlinien für Mitarbeiter der Kirche des Nazareners in Deutschland*). These guidelines are regularly reviewed, and EuNC is actively working to adapt and expand them for broader application across LCs operating in different national jurisdictions.

LC staff are generally employed through one of the national legal entities of the church or mission, while EuNC maintains consistent recruitment procedures. This ensures institutional oversight and consistency in hiring. All staff and faculty, regardless of role, have formal job descriptions.

Written policies cover key HR areas such as staff development, job security, employee care, annual leave, redundancy and dismissal procedures, inflation-based salary adjustments, and visiting lecturer remuneration. A notable development includes the introduction and implementation of a sabbatical policy.

Recruitment procedures for both faculty and administrative staff are fair, structured, and transparent.

Commendations:

A.3.2 – **Non educational Staff -** The VET commends the professional calibre of non-educational staff, demonstrated in their relevant experience, qualifications and Christian character. Staff show a strong commitment to the vision and mission of EuNC and to the flourishing of EuNC students.

A.3.3 - **Educational Staff** - The VET commends EuNC's commitment to employ and develop well-qualified and highly motivated faculty adapted to the linguistic and cultural contexts of the LCs.

Panel Conclusion: Full 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:

- Leadership Team
- Board Representatives
- Learning Centre Coordinators and Administrators
- Administrative Staff
- Teaching Faculty
- Students
- Alumni

Examination of supplemental documents, in particular:

- Code of Conduct
- EuNC Constitution
- Bylaws
- Developing Student Learning Centres document

- New Trustees Induction Package
- Photos of EuNC gatherings
- Alumni Engagement Strategy
- Guidelines for Electing a Student Representative

Learning Community

EuNC considers community life an integral part of theological education. While rooted in the CoN, the College welcomes students from a variety of denominational backgrounds. Students, staff, faculty, and board members actively engage in local church life. Community life is also cultivated through locally organised events at EuNC LCs. These include orientation days, spiritual formation gatherings, retreats, graduation ceremonies, and other non-curricular activities that strengthen the sense of belonging and shared mission. EuNC intentionally plans its participation at international church events, such as the Global General Assembly, Eurasia Regional Conference, and or District Assemblies, to strengthen community and reinforce the College's mission and vision. In some contexts, EuNC also participates in events organised by non-Nazarene partners, reflecting its commitment to contextual and inclusive community engagement.

Given EuNC's decentralised model, community life varies across LCs. Each LC develops its own ethos within the larger CoN community, allowing for contextual expression of shared values. EuNC supports these efforts by encouraging practices that promote connection between students, faculty, and local churches, while also nurturing spiritual formation and mutual support.

Students from the ALC and DIG reported a strong sense of community with their online peers, particularly valuing mentorship and opportunities to engage with a diverse, international

student body through virtual events, social media, and online forums. Faculty and students value these opportunities to build community across geographic boundaries.

Efforts to strengthen institutional identity and community cohesion include the adoption of a shared Code of Conduct, which outlines character expectations and disciplinary procedures. This initiative responds directly to recommendations from an earlier ECTE review and supports consistency across all LCs.

While evidence from the reviewed centres suggests a healthy community life, a more comprehensive review across all locations could provide a fuller picture. Overall, EuNC demonstrates a strong commitment to fostering meaningful community life as a core element of its theological education.

Stakeholder Community

EuNC's primary stakeholder community is the global CoN, with which it maintains formal and strategic relationships. As one of the official denominational colleges in the Eurasian region, EuNC's foundational documents - its Constitution, Bylaws, and New Trustees Induction Package - define its institutional ties to the wider CoN and outline how stakeholders are integrated into governance structures. These stakeholders include local churches, districts, and denominational leadership not only in Europe but also in the USA and other global regions.

Church stakeholders play a vital role beyond governance. They are actively involved in the development of LCs and student formation. Practicum and mentoring experiences are typically arranged in these contexts, with some students placed in other ministry organisations to broaden their experience.

Alumni relations have been a growing focus. Recent initiatives include targeted surveys, the appointment of a Coordinator of Constituent Relations, and the launch of the "Club 55" initiative to deepen alumni engagement. While progress is evident, this remains an area for further development. Many faculty and senior leaders are themselves EuNC alumni, demonstrating a strong continuity within the community.

EuNC maintains formal academic partnerships through memoranda of understanding with several theological institutions, including Theologische Hochschule Reutlingen (DE), ESCT at AWM Korntal (DE), Theologisches Seminar Rheinland (DE), Nazarene Theological College (UK), Northwest Nazarene University (USA), Trevecca Nazarene University (USA), and Nazarene Theological Seminary (USA).

Donors, particularly from CoN churches in the USA, are also key stakeholders. Representatives from the College regularly visit these churches to cultivate support and strengthen donor relationships.

Civil Community

EuNC nurtures awareness of local and global cultures and contexts by developing theological reflection and teaching that are responsive to these diverse settings. Each LC operates within its own unique context, making uniform assessment of civic engagement challenging. However, EuNC places a strong emphasis on contextualisation in both learning and teaching. A key objective in developing LCs is to ensure they are connected to and embedded in their local cultural environments, delivering education in the local language. Students and faculty typically come from these contexts and are actively involved in various ministries, reinforcing the relevance and rootedness of each LC within its community. Additionally, EuNC students and

faculty members participate in various international conferences within the CoN network, further contributing to their engagement with wider academic and ecclesial communities.

Communication

EuNC communicates effectively in online environments across multiple contexts, utilising both fully digital and hybrid formats. The strategic use of digital tools supports cohesive communication throughout its decentralised network.

Communication with students and faculty primarily takes place through digital platforms such as email, the Student Information System (SIS), videoconferencing, and multiple digital messaging services. These channels ensure timely access to essential information and support community engagement. The annual Faculty Assembly gathers around 60 faculty members for in-person networking and professional development. This event also serves as a platform for communicating key policy and procedural updates.

EuNC maintains a strong public presence through a variety of communication channels. Each LC has its own promotional materials and a dedicated website in local languages, complementing the central EuNC website. Social media is also used. Other tools, such as the Alumni Engagement Strategy and regular newsletters, help strengthen outreach and visibility.

Internal communication is robust and well-supported by a range of official documents and digital platforms. Key resources include the Academic Catalogue, College policies, New Trustees Induction Package, Bylaws, "2030 Growing Together" Strategic Plan, etc., providing clarity on governance, academic matters, and institutional expectations.

Commendation:

A.4.2 – **Stakeholder community** - The VET commends EuNC for how relationships have been established and sustained with key stakeholders including the CoN, alumni, churches, and other theological institutions.

Panel Conclusion: Full compliance

Standard A.5 - Educational Resources

INSTITUTIONS HAVE EDUCATIONAL RESOURCES THAT SUPPORT THEIR MISSION AND STRATEGY

Standards examined:

A.5.1 Student services; A.5.2 Study facilities; A.5.3 Library/Learning Resource Centres; A.5.4 Information management; A.5.5 Information Technology; A.5.6 Virtual Learning Environment and Educational Resources.

Evidence of Compliance:

Meetings with:

- Leadership Team
- Board Representatives
- Learning Centre Coordinators and Administrators
- Administrative Staff
- Teaching Faculty
- Students
- Alumni

Examination of supplemental documents, in particular:

- Academic Catalogue
- QA Handbook
- Moodle
- LC websites and EuNC website
- Library Development Plan
- EAAA Online Library

- Menate Online Library
- Wesleyan Holiness Digital Library
- EBSCO Journals
- Library and Education Resources Development Plan

Student services

As a decentralised school, EuNC views student services as a vital component of its educational delivery model. A strong emphasis is placed on ensuring that students receive timely, accessible, and fit-for-purpose support throughout their academic journey. This support includes mentors, LC Coordinators and Administrators, and the Registrar, all of whom contribute to maintaining consistent student care across EuNC's decentralised structure. The school has created mechanisms to ensure that services are inclusive and responsive to special needs, diverse backgrounds, and the flexibility required by modern, student-centred learning environments.

Technology plays a key role in the effectiveness of student services at EuNC. All students receive a well-structured orientation to its VLE and a range of digital resources available through the school. Students reported that this training helped them feel confident navigating the VLE, giving them access to essential learning resources, library tools, and communication platforms.

Student services are carefully adapted to suit the online mode of delivery, ensuring a consistent standard of support for both in-person and distance learners. Mentors and LC staff actively guide students toward relevant academic materials. While there is less evidence of students engaging in independent research beyond their reading lists, the provided materials appear to be adequate.

LC Coordinators and Administrators work in close collaboration with the central Registrar to monitor student progress. Feedback from students confirms that they feel supported by the school's systems and personnel, with local staff and mentors seen as approachable, responsive, and dedicated to student success. At both the ALC, and the DIG, students expressed deep appreciation for the administrative and teaching support. The coordinators were specifically acknowledged for their dedication to planning courses in a way that supports student progression. This reflects a broader culture within EuNC of prioritising student care and fostering a supportive learning environment across its decentralised model.

Study facilities

As a predominantly online school, EuNC has developed a robust digital infrastructure to support its educational delivery. In some locations, such as Hungary, Portugal, the Netherlands and the ALC, a hybrid mode of course delivery is used, combining in-person instruction with online engagement to enhance flexibility and accessibility. In these LCs, library, offices and classroom services may be offered, often through an agreement with the local CoN district. The majority of LCs operate in a more virtual environment (fully online, or with components of video conferencing) and may not have a specific space they use, since all documentation, library books and class delivery happen virtually.

To support students across all modes of delivery, EuNC has implemented a comprehensive portfolio of platforms and tools. Together, these systems ensure that students—regardless of location—have reliable, equitable access to the resources necessary for effective study.

Library/Learning Resource Centres

EuNC ensures access to a range of learning resources that support its instructional objectives and the intended learning outcomes across EQF Level 5 and 6 programmes. Through digital platforms such as the EBSCO eBooks, OverDrive, ProQuest, Theologybooks.org (digital materials in Russian), Wesleyan-Holiness Digital Library (WHDL), Wesley Centre Online, Oxford Digital Reference Collection, and the MENATE Online Library, students have access to theological literature that reflects EuNC's Wesleyan orientation and academic focus. These resources are particularly effective in supporting students studying in English, German, Portuguese, and Spanish.

However, access to appropriate theological materials in certain local languages - such as Albanian, Arabic, Armenian, Bulgarian, and Ukrainian - remains limited. This is primarily due to the scarcity of academic theological literature in those languages, especially from a Wesleyan perspective. While some LCs maintain physical libraries, their utility for online learners is limited.

EuNC acknowledges this challenge and actively monitors resource adequacy as part of its ongoing quality assurance. The school is committed to developing a library collection that reflects both the theological orientation and multilingual context of its programmes and aligns with the academic requirements of its qualifications. Efforts to strengthen resource provision are grounded in clear institutional awareness and responsibility. Library access and holdings are regularly evaluated to ensure continued relevance and support for the college's decentralised and digital learning environment.

Information Management

EuNC has a strong and systematic approach to information management, anchored in the school's fully web-based SIS. The SIS provides an integrated platform for managing key

institutional processes, including course and student registration, academic records (grades and transcripts), financial tracking and billing (particularly for centres within the Eurozone), as well as the collection and analysis of student and faculty evaluations. It also supports the management of student, faculty, and staff records, along with broader contact information across the school's decentralised structure.

EuNC demonstrates a strong commitment to GDPR compliance and broader data privacy practices. The school's GDPR officer, who is part of the central administration, ensures adherence to EU data regulations, even in cases where LCs operate outside the EU. This commitment is particularly crucial given the sensitive contexts in which some students and faculty live and work.

Student progress is actively tracked within the system, and appropriate record-keeping is in place to ensure accuracy and accessibility. This includes maintaining updated contact details, student files, financial accounts, and alumni information. Discussions with institutional leaders, including the Registrar and LC Coordinators, affirmed that student records are consistently monitored throughout their academic journey, enabling timely support and academic planning.

The school has implemented adequate safeguards to protect personal information, in line with the GDPR. Feedback from both students and teachers is systematically gathered, typically via surveys or course evaluations, and analysed primarily by Cluster Chairs. Cluster Chairs are members of the Curriculum Committee who are responsible for a certain cluster of the curriculum.

This feedback loop is used constructively to inform programme development, identify good practices, and enhance the overall quality of academic delivery.

Information Technology

As a decentralised school, EuNC relies heavily on information technology to ensure that communication is effective and that academic and administrative information remains accurate, up-to-date, and easily accessible. A range of digital tools and platforms supports both students and faculty, facilitating a robust infrastructure for online learning and administration.

All servers are hosted in an EU country, or through proper contractual agreements, and access to data is restricted to duly documented and authorised users.

The school's IT infrastructure is overseen by the Director of Information Technology and Library Services, who also serves as a member of the Leadership Team, ensuring that technology services are aligned with the school's educational mission. Overall, IT services at EuNC are professionally managed and effectively support both the operational and academic needs of the school.

Virtual Learning Environment and Educational Resources

EuNC offers the necessary virtual learning platforms as well as qualified technical, student, and faculty support for its distance and online educational programmes. The school ensures that the technologies supporting online education, such as the VLE, servers or web hosting services, cybersecurity systems, regular system updates, and data backups, are fully functional, secure, and appropriate for the scale and needs of the school and its users. These provisions ensure a stable and effective digital infrastructure for the delivery of online education.

Commendations:

A.5.1 - **Student services** - The VET commends how EuNC invests in student services to enable individual students to succeed in their studies. Students speak highly of the personalised, flexible and practical support, (both academic and pastoral) that they receive from the administration (central and local) and mentors.

A.5.2 - **Study facilities** - The VET commends how EuNC has developed multiple LCs with associated study facilities, both physical and virtual, accessible to students dispersed throughout Europe and beyond.

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:

- Leadership Team
- Board Representatives
- Financial and GDPR Officer
- LC Coordinators and Administrators
- Administrative Staff
- Teaching Faculty

Examination of supplemental documents, in particular:

- 2019-2024 Audit Reports
- German Social Security Audit Report
- 2019-2021 Tax Exemption Status Notification
- 2030 Growing Together Strategic Plan

- 2023 Financial Report2019-2024 Budget overview
- 2024-25 EuNC Academic Catalogue
- EuNC, LC and DIG websites
- EuNC Fundraising website - https://www.eunc.edu/donate/

Financial Potential and Planning

EuNC demonstrates adequate financial capacity to sustain its mission and strategic objectives. Financial planning is structured around a comprehensive Strategic Plan and formal budgetary procedures that are clearly aligned with the school's mission and goals.

The Board of Trustees plays a key role in ensuring that sufficient resources are available to support institutional operations and that financial planning remains consistent with the strategic direction of the school.

EuNC actively supports LCs through central fundraising efforts, including student scholarships. Formal contractual agreements are in place between EuNC and each LC, clearly defining responsibilities, staffing expectations, and reporting procedures. LC staff have defined job descriptions, participate in structured line management, and are involved in regular evaluation and staff development processes.

Financial Policies and Procedures

EuNC maintains sound financial procedures, including externally audited annual records, monthly financial reporting, and regular oversight by the Board of Trustees and its Executive Committee. While written budgetary policies were not directly reviewed, the Leadership Team confirmed their active use. Day-to-day operations are managed by a qualified Financial and GDPR Officer, using a certified bookkeeping system (OPTIGEM Win-Finanz), and payroll is

handled by an external provider to ensure legal compliance. Financial transparency and accountability are further supported by regular reporting to both the International Board of Education and the CoN Eurasia Regional Office.

Sustainability

EuNC demonstrates a commitment to financial sustainability through strategic planning and diverse funding sources. The Rector, Leadership Team and the Board, as well as the CoN, are all committed and planning for long term sustainability.

Even though EuNC is strongly funded through the World Evangelism Fund of the CoN and has significant investments, it is actively pursuing new fundraising initiatives and has plans to increase donations. Financial Sustainability is covered extensively in the "2030 Growing Together" Strategic Plan.

EuNC benefits from a stable governance and operational structure, with many individuals having long-standing involvement in the school. Board and Curriculum Committee members consistently complete their term limits. Turnover occurs primarily at the LC level, mostly from outside factors such as denominational decisions, financial limitations, contractual changes, or staff retirement. However, this turnover is not concentrated in a specific LC but occurs across the network. To strengthen operational sustainability, EuNC has begun implementing succession planning.

Remuneration and Fees

Tuition and fees at EuNC are transparent and publicly available through the school's website and Academic Catalogue. They are variable and adjusted according to the economic situation within the countries it serves.

The scholarship fund provides a reasonable tuition rate for students in the various countries that EuNC serves.

EuNC demonstrates a strong awareness and strategic commitment to valuing and fairly compensating its staff, both teaching and administrative. Staff remuneration structures vary depending on role and location.

Salaries are regularly reviewed by relevant government agencies, such as the *Deutsche Rentenversicherung* in Germany. The Germany District of the CoN has established Work Contract Guidelines for Employees, which EuNC e.V. has adopted for its general administration staff based in Germany. All individuals who are paid by EuNC e.V. have signed contracts, ensuring compliance with institutional and legal requirements. For personnel employed in other countries, EuNC adheres either to the CoN employment guidelines specific to those countries or to locally appropriate salary scales that reflect comparable roles and responsibilities.

Co-workers in the LCs are not employed directly by EuNC e.V., and their compensation structures vary. Some are missionaries employed by the global CoN. Others serve in districts or local churches, where educational responsibilities are part of their broader job descriptions, or they are contracted directly by the district. Additionally, some individuals receive honoraria for specific services, such as teaching or administrative support, rather than fixed salaries. Finally, a number of individuals contribute to EuNC on a voluntary basis, including some visiting lecturers and LC Administrators.

Fundraising

The "Giving to EuNC" webpage clearly communicates current priorities and funding goals, ensuring donors understand where their contributions are directed. Fundraising proposals are grounded in actual institutional needs and avoid exaggeration or misrepresentation. Gifts and donations have historically represented a modest portion of EuNC's income. The school is committed to integrity in all fundraising communications. Contributions are acknowledged with gratitude, and donors receive appropriate reports and expressions of thanks, affirming the college's appreciation and commitment to accountability.

Panel Conclusion: Full compliance

PROGRAMME STANDARDS

Standard B.1 - Holistic Integration

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

Standards examined:

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

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school.

Examination of supplemental documents, in particular:

- Academic Catalogue
- Curriculum Map

Holistic Integration

EuNC demonstrates a strong commitment to holistic education by integrating academically focused and competence-oriented learning with spiritual formation and character development. Rooted in its Wesleyan-Holiness identity, the curriculum fosters the development of Christ-like servant leaders through spiritual disciplines, practical ministry skills, and character formation. This integration is clearly reflected in the Programme Learning Outcomes (PLOs), which align with the CoN's "Four C's" of ministerial preparation: Content, Competency, Character, and Context.

Courses and learning activities are intentionally linked to programme outcomes, and the Curriculum Map illustrates how these outcomes are distributed across the curriculum, ensuring balance and highlighting areas for continuous improvement. Cluster Chairs are responsible for overseeing the integration of holistic learning.

EuNC's vocational focus and decentralised structure support contextualised theological education that nurtures students intellectually, spiritually, and practically, preparing them for effective ministry in diverse cultural and linguistic settings.

Spiritual Formation and Character Education

EuNC integrates and monitors outcomes and learning activities related to spiritual formation within its academic programmes. It also provides community contexts where spiritual formation is nurtured and practised.

Spiritual and character formation are mapped into the curriculum, are appropriately assessed and given credit towards programme completion.

Academic Achievement

EuNC includes and monitors outcomes and learning activities in its programmes related to the study of academic theology. Each programme operates at the appropriate academic level for EQF Level 5 and 6 qualifications offered.

Academic components are mapped into the curriculum, are appropriately assessed and given credit towards programme completion.

The structure of each programme is clearly aligned with the ECTS and corresponds to the relevant level of the QF-EHEA Framework descriptors.

Practical training

EuNC maintains a strong and active relationship with its Church stakeholders, both through their involvement in the school's governance structures and through collaborative efforts in the development of LCs and the personal and ministerial formation of students. This partnership is central to the student experience, particularly in practicum, internship, and mentoring activities, which typically take place within the students' local churches. In some cases, students may be placed in other organisations to broaden their experience; such placements are made in consultation with the student's local church minister.

Students are required to complete both a Practicum and an Internship as part of their programme, each of which is credit-bearing and aligned with clearly defined learning outcomes.

The Practicum involves participation in a ministry area that is new to the student, encouraging them to engage as part of a team and develop fresh perspectives. The Internship, in contrast, may be integrated into existing ministry activities, allowing for deeper reflection and skill development within a familiar setting.

In both cases, students are guided by a faculty member and an on-site supervisor. Each student develops a detailed plan, with the supervisor's support, outlining specific learning objectives. These objectives must be validated prior to the start of the experience. Assessment is multi-dimensional, involving self-evaluation by the student, formal reports from both the teacher and supervisor, and reflective dialogue at the conclusion of the placement.

Students consistently reported a strong connection between classroom learning and practical ministry. Since most students are already engaged in ministry, they are able to immediately apply insights and concepts from their classes to their local ministry contexts. This immediate application enhances the relevance of their studies and deepens their learning experience.

Mentoring

Mentoring is a core component integrated into all EuNC programmes, with a clearly defined purpose of providing formational experiences that invest in the character formation, life skills, and spiritual development of students. It is a required element across all programmes.

Students typically engage in mentoring experiences within their local churches, reinforcing close ties between academic formation and local ministry. Mentoring is formally assessed and treated as a praxis-oriented course, which is part of the formal learning plan and mapped onto the curriculum, appropriately assessed, given credit, and included in the total calculation of ECTS credits.

Students reported that the mentoring programme is one of the most meaningful aspects of their formation, highlighting its personal and spiritual impact. Students are also offered an optional course, Introduction to Mentoring, and are encouraged to continue mentoring throughout their studies.

Commendation:

B.1.1 - **Holistic Integration** - The VET commends EuNC for its commitment to holistic theological education in line with its Wesleyan tradition and which is reflected in the five-cluster structure of its programmes and their learning outcomes.

Panel Conclusion: Full compliance

Standard B.2 - Curriculum Development

Standards examined:

B.2.1 Design & approval processes; B.2.2 Outcomes & fitness for purpose; B.2.3 Curricula, Module descriptors & learning activities; B.2.4 Graduate profiles; B.2.5 Content, level, feasibility & progression; B.2.6 Credit allocation & duration; B.2.7 Content; B.2.8 Monitoring processes.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students.

Examination of supplemental documents, in particular:

- Curriculum Map
- Academic Catalogue
- Syllabi
- Course Review Tracking
- QA Handbook

- Graduate Profile
- Ordination Requirements 2023
- Student Practicum
- Credit Transfer and Acceptance of Prior Learning

Design and approval processes

EuNC has approved processes for the design and formal approval of its programmes. The programmes at EuNC are specifically designed to support clergy development within the CoN.

As an educational institution aligned with the CoN, EuNC develops its curriculum in response to clearly defined expectations established by the denomination which represent Graduate Profiles. These serve as the foundation for curriculum design and are intentionally integrated at appropriate EQF/QF-EHEA levels, across all three programmes to ensure each programme contributes meaningfully to the overall formation of CoN pastors and leaders.

The Curriculum Committee, a core committee within EuNC, covers the five clusters that provide integration across each of the three programmes. It includes the Rector, Academic Officer (Director of Curriculum Development and Quality Assurance) and the five Cluster Chairs. The five-cluster curriculum structure was developed by the Leadership Team and designed in collaboration with CoN stakeholders.

EuNC has designed a process to ensure curriculum integrity across all delivery modes so that the course and programme outcomes are met. A key component of this process is the use of standardised syllabus templates for each course, which are reviewed at least once within a five-year cycle as part of the Course Review Tracking system.

The Curriculum Committee develops and approves the course syllabus templates, which include both fixed and adaptable elements. A required Comprehensive Assignment for students is included in each template to ensure standardisation. Teachers adapt the other parts of the templates to their context and expertise, then submit the proposed syllabus to the appropriate Cluster Chair for approval. The Cluster Chair reviews the syllabus to ensure it meets academic expectations and student workload requirements. Once approved, the course is opened for enrolment. At the end of the course, feedback from teachers and students on their educational

experience informs future improvements and adjustments to course delivery and approval processes.

Each syllabus offers a breakdown of the workload expected from students and how this translates into the ECTS number assigned to each course. The Academic Catalogue clearly describes the rationale for how ECTS is measured and how credit attribution is handled.

Programmes reflect the outcomes defined in the Framework for Qualifications of the European Higher Education Area (QF-EHEA). Each programme level has clearly defined prerequisites that students must meet to progress to the next level. The qualification nomenclature is appropriate and does not breach any protected terminology. The Curriculum Committee is responsible for ensuring that the LCs meet academic objectives and that internal QA policies and standards are met.

Outcomes and fitness for purpose

EuNC's three programmes are designed to meet clearly defined learning outcomes. The curricula are purposefully structured to support spiritual and character formation, provide robust academic knowledge, and develop practical and transferable skills applicable to ministerial roles. Each programme aligns with the appropriate level of learning outcomes. Learning outcomes are established and regularly reviewed to align with EuNC's mission and vision.

The EQF 5 /Short Cycle (partial), 60 ECTS, Certificate in Spiritual Formation (CSF) is designed to deepen the knowledge of students in the Bible and the Christian faith, as well as to help students grow spiritually and to encourage greater involvement in the local church.

The EQF 5 /Short Cycle, 120 ECTS, Diploma in Christian Ministry (DCM) intends to prepare students for ministry in the local church. Depending on the precise criteria established by each district, this programme can fulfil the minimum requirements for ordained ministry in the CoN. In many cases, a district requires additional credits beyond the 120 for this programme.

The EQF 6 /First Cycle (P), 180 ECTS, Advanced Diploma in Applied Theology (ADAT) provides a deeper understanding of the discipline of theology as applied to the context of the practice of Christian ministry in contemporary society. Students engage in practical activities designed to develop ministerial skills as well as reflect critically on what they are learning through their experience and engagement with contemporary issues of society. The ADAT may not be offered in all LCs. It is required to meet the requirements for ordination as a deacon or elder in the German CoN, but otherwise in the CoN the Diploma is sufficient for ordination.

Curricula, Module descriptors and learning activities

EuNC has published curricula for each programme on its website and in the Academic Catalogue. A Curriculum Map clearly demonstrates where programme learning outcomes are achieved in the programme. EuNC has standard course descriptors for each programme that each LC uses. These indicate the learning outcomes and objectives, content, credits and duration, instructional methods, assessment criteria, and minimum requirements for earning credit.

All courses and learning activities are carefully coordinated to prevent content duplication and to ensure that all stated outcomes are covered.

A variety of learning methods are used, such as class sessions, reading, written assignments, presentations, supervised learning activities, internships, and mentoring, to help students achieve the desired learning outcomes.

Graduate profiles

Currently, the graduate profile based on the denominational requirements for ordination covers all three programmes. For the EQF Level 6 programme, this is clear, well-articulated, and meets stakeholder expectations.

To enhance clarity and transparency, the VET recommends that EuNC develop distinct graduate profiles for the EQF Level 5 and EQF Level 5 (partial) programmes. This will clarify for applicants, students, and staff the unique value and purpose of each qualification.

Content, level, feasibility and progression

Curricula reflect the level descriptors and outcomes of each programme.

The programmes are practice-oriented, including opportunities for students to engage with both local and global cultures and contexts in the form of Practicums and Internships. The denomination provides a range of diverse engagement opportunities, allowing students to broaden their experience within a shared theological and ministerial framework.

Courses are designed to reflect progression and sequencing, moving from foundational to more advanced levels of competence. The established prerequisite system ensures that students cannot enrol in advanced courses without having reached competency in the respective foundational course. This adds a level of flexibility for students as they plan their studies.

EuNC does not prescribe a maximum time to programme completion. Previously, the recommended annual workload was 15 ECTS. From the 2024/25 academic year onward, students are encouraged to take at least 20 ECTS per year. This aligns with a projected completion timeline of 3 years for the EQF level 5 (partial), 6 years for the EQF Level 5, and 9 years for the EQF level 6 qualification. The gradual pace is intentional, reflecting the part-time status of most students and the limited availability of faculty and learners.

The DIG was developed to support student progression by providing study options in areas where LCs are unavailable, inactive, or unable to offer instruction in English. It allows students to catch up on missed courses or progress faster than their local centres might allow, either through DIG directly or combined with LC courses. However, language barriers sometimes prevent students from continuing programmes at the DIG or another LC, potentially limiting student progression pathways. It is therefore recommended that teach-out policies and provisions are developed for students whenever a LC becomes inactive or closes.

Credit allocation and duration

EuNC uses ECTS to quantify all student learning activities. For EuNC, 1 ECTS equals 30 student learning hours. ECTS for all qualifications are in line with the ECTE qualification framework.

Course descriptors and syllabus templates clearly define duration, credit allocation, and distribution of learning time across various learning activities. Credits are awarded for all learning activities that match learning outcomes, and the school provides mechanisms for the assessment and recognition of prior learning, including non-formal and informal learning, for credit allocation.

Context

Curricular content and delivery modes are contextually appropriate, addressing stakeholders' expectations for the students enrolled in the programmes with the goal of ordination and ministry within the CoN.

EuNC creatively provides contextual appropriate theological education in its LCs. Due to its decentralised nature, the curricula are purposefully left with a degree of flexibility to allow for contextual adaptations.

Monitoring processes

Cluster Chairs oversee and regularly review the integration of holistic learning within each programme to ensure academic achievement and quality. They review and monitor how each cluster theme is being delivered in each LC. They review faculty assessments, grading and engage with teacher and faculty feedback. The Cluster Chairs have oversight of how each LC is delivering the required ECTS in each cluster. Proposed syllabi are submitted to the Cluster Chair, who ensures that the workload and content align with the template and academic standards before granting approval and opening the course for enrolment. They also monitor if students have access to adequate learning resources for each cluster theme.

Cluster Chairs also collect and analyse student feedback on courses. The findings are then compiled into an Academic Course Data (ACD) report, highlighting strengths and identifying areas for improvement in both teaching and student engagement. To close the feedback loop, these ACD reports are reviewed by the Curriculum Committee, which includes student representatives, and are used to support ongoing programme development and quality enhancement.

Commendations:

B.2.1 - **Design and approval processes** - The VET commends EuNC for the exemplary way of involving stakeholders in designing curricula that allow appropriate contextualisation within individual Learning Centres.

B.2.7 - **Context -** The VET commends the commitment and creativity of EuNC to providing contextual appropriate theological education in multiple LCs.

Recommendations:

B.2.4 - **Graduate profiles** -The VET recommends that EuNC develop distinct graduate profiles for the EQF Level 5 (partial) and EQF Level 5 programmes. This will clarify for applicants, students, and staff the unique value and purpose of each qualification.

B.2.5 - **Content, level, feasibility and progression** - The VET recommends that teach-out policies and provisions are developed for students whenever a LC becomes inactive or closes.

B.2.5 - **Content, level, feasibility and progression** - The VET recommends that EuNC further develop the guidelines for the completion of programmes aligned with their part-time student body.

Panel Conclusion: Partial compliance

Standard B.3 - Learning, Teaching and Assessment

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

Standards examined:

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

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school.

Examination of supplemental documents, in particular:

- Educational Philosophy
- Academic Catalogue
- Code of Conduct
- Sample syllabus templates
- Developing Learning Communities
- QA Handbook

- Alumni programme plan
- Course assessment forms
- 2018 Syllabi and Course Review Tracking
- 2023 Syllabi and Course Review Tracking

Educational philosophy and adult pedagogy

The Educational Philosophy of EuNC is focused upon preparation for mission and ministry through the pursuit of academic excellence, ongoing spiritual formation, and the practice and development of ministerial skills and abilities, which are professional, and which reflect a Christlike attitude of "servant ministry". It is referenced in the Academic Catalogue of EuNC. The Leadership team presented an expanded version to the faculty in January 2025, which appears to further articulate principles that were already implicitly guiding the design of the curriculum and the articulation of intended educational outcomes in the Academic Catalogue, etc.

A future version of this document could benefit from a more explicit reflection on distance and online education. Given EuNC's strong engagement with digital delivery, further development of the philosophy in relation to online learning environments would strengthen its relevance and applicability.

Student centred learning and teaching and assessment

EuNC demonstrates a clear commitment to student-centred learning, as reflected in its curriculum design, syllabi, and syllabus templates. The Code of Conduct addresses key areas such as student complaints and academic misconduct.

The VET was impressed with the induction of new students into the learning process as part of their orientation process at the start of their studies.

This review included two online visits of the VET to the DIG and ALC. This was complemented by interactions with representatives of other LCs during the site visit in interviews.

Across various LCs, including the DIG and ALC, there are examples of varied pedagogical teaching and learning methodologies and efforts to engage students in reflective and contextualised learning. For instance, capstone courses are designed to prompt students to integrate their

learning with ministry practice, and practicum components allow students to tailor objectives to their own developmental needs that are aligned with the programme outcomes.

The VET was not able to assess these elements for each LC. The previous recommendation to assess each LC in a structured form will provide EuNC with a basis for identifying potentially weaker areas and then addressing them.

Cultural diversity among students is acknowledged in the programme documents, and this informs the school's flexible approach to student-centred learning.

Assessment strategies also reflect a broad range of formats, tailored to the nature of the content and the competencies being measured. These include written assignments, exams and ministry-based assignments. Supervised field experiences, such as the Practicum and Internship, involve multi-source assessments including faculty evaluations, on-site supervisor reports, and student self-reflections. In such cases, narrative and qualitative evaluations are used in addition to pass/fail indicators to verify whether the intended learning outcomes have been satisfactorily met.

Cluster Chairs review faculty assessments and grading of assignments.

Module design and delivery

The use of standardised syllabi templates and a central approval process, featuring a common main assignment across all languages and delivery modes, helps ensure comparability and consistency between LCs and modes of delivery.

Courses are delivered through a variety of formats, as outlined in the Academic Catalogue. Regardless of format, all learning activities are calibrated to ensure equal student workload. All courses follow a common Course Calendar that outlines key deadlines and expectations for students.

Each LC has the flexibility to adapt delivery modes based on student needs and contextual realities. The team observed that LCs make pedagogically responsive decisions, such as integrating synchronous components or in-person sessions, as they explore blended learning approaches and adjust methods to enhance effectiveness.

The DIG facilitates the intentional implementation of EuNC's full curriculum in an online format, incorporating best practices in digital education which can be adopted by LCs that wish to offer courses in an online format. It also offers study options for students in areas without active LCs or where English is not the main instructional language.

Variety

The documents reviewed demonstrate a significant variety in both the overall curriculum and individual course design at EuNC. Teaching and learning approaches are carefully adapted to the module aims, programme level, and intended learning outcomes. Faculty employ diverse instructional methods including lectures, online discussion forums and experiential learning activities that respond to differing learning preferences and sociological shifts in how students engage with content.

EuNC is attentive to emerging educational technologies and pedagogical trends, particularly in its decentralised and multilingual context. Learning platforms are widely used across LCs, supporting both asynchronous and synchronous delivery modes. This diverse and intentional use of teaching and assessment methods ensures that students are supported in achieving both

generic and subject-specific competencies, while also allowing faculty to respond contextually to the needs and strengths of individual learners.

Delivery feedback

Student, teacher, and faculty performance evaluations are in place, supported by a clearly defined and closed QA cycle that outlines how collected data is used for assessment, course review, and development. Stakeholder involvement is evident through the composition of the Board of Trustees, which includes representatives from all CoN Districts served by EuNC where there is an active LC, ensuring the inclusion of primary stakeholders. Graduate feedback is gathered through a regular Graduate Survey, and EuNC plans to implement an Alumni Survey every ten years.

EuNC is aware that in some LCs with low student numbers full anonymity in course evaluations cannot always be ensured. It is also aware of at times low response rates in course evaluations. These limitations are recognised and appropriately noted in the institutional documents.

Assessment

EuNC treats assessment as a formative learning activity that is part of the overall learning and teaching process. All course syllabi include grading rubrics, and student grades are calculated based on their performance in a variety of learning activities within each course.

The school ensures exam integrity in DE/OE formats through various measures, including supervised exams in a LC, open-book assessments, and under the supervision of a mentor or designated supervisor.

For mentoring, practicum, and internships, students are required to complete self-evaluations, which include reflection on how learning objectives have been met. Mentors or supervisors also complete evaluations, and a follow-up meeting is held involving the student, the practicum/internship supervisor, and the coordinating teacher.

According to the reviewed documentation and syllabi, the assessment framework is in place and well-structured. The VET acknowledges that assessing its consistent application within this review across all LCs is challenging due to the number of locations and languages.

However, each course syllabus includes a comprehensive assignment that is standardised across all centres and languages. This assignment is accompanied by a common grading rubric, which helps to ensure a baseline of consistency in assessment. While practical implementation may vary slightly between centres, the underlying policies and structures appear to support fair and consistent assessment.

Commendation:

B.3.3 - **Module design and delivery** - The VET commends EuNC for how students are inducted into the learning process and how flexibly and creatively courses are delivered in multiple geographical and cultural contexts.

Recommendation:

B.3.1 - **Educational philosophy and adult pedagogy** - The VET recommends that EuNC further articulate its Educational Philosophy and andragogic practices, ensuring they are theologically grounded and aligned with programme curricula and the delivery modes.

Panel Conclusion: Partial compliance

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

INSTITUTIONS FORMULATE AND IMPLEMENT SUITABLE POLICIES FOR THE STUDENT "LIFE CYCLE" THAT INCLUDES ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Standards examined:

B.4.1 Admission; B.4.2 Progression; B.4.3 Recognition; B.4.4 Graduation and certification.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school.

Examination of supplemental documents, in particular:

- EuNC and LC websites
- Academic Catalogue
- Broschüre 2024-25 (from German LC website)
- Student Application Admission Form
- Admission and Readmission Processes
- Policy and Process for Credit Transfer and Acceptance of Prior Learning
- Student Consent Data Transfer Form
- Certificate and Diploma Samples
- Diploma Supplement Samples
- Transcript Samples

Admission

EuNC has clearly defined and fit-for-purpose admissions procedures that are publicly accessible and consistently implemented across all LCs. EuNC maintains uniform admission requirements across all LCs to support transparency and equality of access, as well as to facilitate student mobility within higher education systems. Competent support staff are available to assist applicants, ensuring the process is accessible and clearly communicated.

EuNC has a well-defined candidate profile, as detailed in the document EuNC Admission and Readmission Processes. Applicants are assessed not only on academic qualifications but also on Christian commitment, character, and a demonstrated sense of vocational calling. This is supported by a reference process involving pastors or district superintendents.

Entry requirements and provisions for special access are outlined in the Academic Catalogue, particularly for applicants who have not completed secondary education or cannot provide formal documentation.

Progression

EuNC's three programmes are stackable and provide opportunities for students to move from one to the other, with each one representing the completion of one-third of the full EQF level 6 qualification.

EuNC does not currently have specific regulations for transfer from EQF Level 5 to EQF Level 6. EuNC recognises a potential area for future development in establishing checkpoints that would allow for a more holistic assessment of students, evaluating both academic achievement and overall suitability to progress to the next programme level.

Recognition

EuNC has a policy and procedure for the recognition of prior learning. This includes credits earned through formal, non-formal, and informal learning, whether prior to or concurrent with enrolment.

In addition to enabling mobility within the network of ECTE-accredited institutions, EuNC has established bilateral agreements with several higher education institutions to facilitate student progression to higher qualification levels.

Graduation and certification

EuNC has clear and public graduation and certification regulations that are consistently applied. Graduation requirements demonstrate the achievement of programme learning outcomes. EuNC makes use of appropriate assessment procedures, such as final exams or ongoing monitoring, to ensure that graduating students have satisfactorily met the intended programme outcomes. Mid-term graduations are held at the completion of each programme level.

To graduate, students must complete all academic requirements, meet their financial obligations, and receive formal clearance from both the LC Coordinator and the Rector, as described in the Academic Catalogue.

At the completion of their programmes, students receive an official EuNC diploma stating the qualification awarded, a diploma supplement for international mobility, a transcript listing all completed courses and an ECTE accreditation certificate.

Besides mobility across ECTE-accredited institutions, EuNC has established some bilateral agreements with some higher education institutions to allow students to progress to higher qualification levels.

Recommendation:

B.4.2 - **Progression** - The VET recommends that EuNC develop clear, publicly available and consistently applied progression regulations between qualification levels.

Panel Conclusion: Partial compliance

Standard B.5 - Qualification Nomenclature and Credits

INSTITUTIONS FOLLOW INTERNATIONALLY RECOGNIZED QUALIFICATION NOMENCLATURE AND CREDIT–COUNTING SYSTEMS

Standards examined:

B.5.1 Qualification nomenclature; B.5.2 Credits.

Evidence of Compliance:

Meetings with leaders, faculty, stakeholders, staff and students of the school.

Examination of supplemental documents, in particular:

- Academic Catalogue
- Syllabi (templates)
- German Broschüre 2023-2024

Qualification nomenclature

Qualification nomenclature is used correctly for all three programmes. EuNC does not use protected degree nomenclature.

Credits

EuNC clearly defines the expected student workload, a study load of 30 hours per ECTS credit, for all three programmes, in terms of ECTS in line with the European Framework for Qualifications and the ECTE Certification Framework.

Information on the international systems of credit counting (e.g., Carnegie, UK Credits, etc.) and conversion to ECTS is provided in the Academic Catalogue.

Panel Conclusion: Full compliance

E. CONCLUSIONS

SUMMARY OF COMMENDATIONS

A.1.3 - **Vision and Mission** - The VET commends how deeply the vision and mission are understood and affirmed by staff, students and administration across multiple contexts and languages. There is an impressive, shared commitment to the school, the task of theological education and to the theological distinctives of the CoN.

A.2.2 - **Leadership and Management** - The VET commends the high level of professionalism and Christian patterns of leadership evident in the Leadership Team, Cluster Chairs, faculty, LC Coordinators and Administrators.

A.2.4 - **Strategic planning** - The VET commends how EuNC has developed its vision and mission in consultation with key stakeholders across multiple locations, and how this vision is being implemented in its current strategic plan.

A.3.2 - **Non educational Staff** - The VET commends the professional calibre of non-educational staff, demonstrated in their relevant experience, qualifications and Christian character. Staff show a strong commitment to the vision and mission of EuNC and to the flourishing of EuNC students.

A.3.3 - **Educational Staff** - The VET commends EuNC's commitment to employ and develop well-qualified and highly motivated faculty adapted to the linguistic and cultural contexts of the LCs.

A.4.2 - **Stakeholder community** - The VET commends EuNC for how relationships have been established and sustained with key stakeholders including the CoN, alumni, churches, and other theological institutions.

A.5.1 - **Student services** - The VET commends how EuNC invests in student services to enable individual students to succeed in their studies. Students speak highly of the personalised, flexible and practical support (both academic and pastoral) that they receive from the administration (central and local) and mentors.

A.5.2 - **Study facilities** - The VET commends how EuNC has developed multiple LCs with associated study facilities, both physical and virtual, accessible to students dispersed throughout Europe and beyond.

B.1.1 - **Holistic Integration** - The VET commends EuNC for its commitment to holistic theological education in line with its Wesleyan tradition and which is reflected in the five-cluster structure of its programmes and their learning outcomes.

B.2.1 - **Design and approval processes** - The VET commends EuNC for the exemplary way of involving stakeholders in designing curricula that allow appropriate contextualisation within individual Learning Centres.

B.2.7 - **Context** - The VET commends the commitment and creativity of EuNC to providing contextual appropriate theological education in multiple LCs.

B.3.3 - **Module design and delivery** - The VET commends EuNC for how students are inducted into the learning process and how flexibly and creatively courses are delivered in multiple geographical and cultural contexts.

SUMMARY OF RECOMMENDATIONS

A.2.5 - **Internal Quality Assurance Policies and Procedures** - While robust QA policies are in place, the VET recommends that EuNC conduct a phased and regular internal quality evaluation of each LC, providing a transparent, comparative overview via Annual Progress Reports upon implementation.

B.2.4 - **Graduate profiles** -The VET recommends that EuNC develop distinct graduate profiles for the EQF Level 5 (partial) and EQF Level 5 programmes. This will clarify for applicants, students, and staff the unique value and purpose of each qualification.

B.2.5 - **Content, level, feasibility and progression** - The VET recommends that teach-out policies and provisions are developed for students whenever a LC becomes inactive or closes.

B.2.5 - **Content, level, feasibility and progression** - The VET recommends that EuNC further develop the guidelines for the completion of programmes aligned with their part-time student body.

B.3.1 - **Educational philosophy and adult pedagogy** - The VET recommends that EuNC further articulate its Educational Philosophy and andragogic practices, ensuring they are theologically grounded and aligned with programme curricula and the delivery modes.

B.4.2 - **Progression** - The VET recommends that EuNC develop clear, publicly available and consistently applied progression regulations between qualification levels.

SUMMARY OF REQUIREMENTS

None

IN CONCLUSION

The VET recommends to the ECTE AC EuNC be judged to be in compliance with the *Standards and Guidelines* of the ECTE.

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

The VET would like to record their gratitude to EuNC staff for a warm welcome and constant 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 EuNC 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. Willem J. de Wit (Team member)
Eri Ndreca (Team member)
Ulrike Killguss (Student representative)

April/2025

APPENDICES

Visitation Schedule

Online Site Visits:

Digital Campus

March 18, 2025

17:00-18:00 CET Faculty and Students (parallel meetings)
18:00-19:00 CET Coordinator/Administrator

Arabic Learning Centre

March 18, 2025
17:00 CET - Attend class "Evangelism and Church" (hybrid class). Teacher: Rev. Andrew Salameh.

March 20, 2025

14:00-15:00 CET Faculty
15:00-16:00 CET Coordinator
17:00-18:00 CET Students

Day 1: April 3 – Thursday

8.00 – 8.45	Team Briefing		
9.00 – 9.45	Introductory meeting with Senior Leadership Team Rector Director Curr. Dev. & QA Registrar & Admissions Director of IT and Library Services Director of Education Initiatives		
10.15 – 11.00	In Person: Academic Officer	In Person: Registrar & Admissions	
11.15 – 12.00	Online: Faculty from various Learning Centres (LCs) Participants: Germany Portugal the Netherlands Italy Spain		
12.00 – 13.00	Team Time /Review Worksheet		
14.00 – 14.45	Online: LC Coordinator (English speaking) Albania-Kosova Arabic Eurasia North *Digital Campus* France Germany *Italy, Portugal* *Spain* The Netherlands	Online: LC Administrators (English speaking) Armenia Hungary Spain Germany *Ukraine*	
15.00 – 15:45	Online: Board Church Rep, Germany, Board Chair Church Rep, the Netherlands, Vice-Chair Church Rep, Lebanon, Board Secretary Church Rep, Albania-Kosova Church Rep, Jordan Church Rep., Eurasia Region Education Co-Coordinator Church Rep, Hungary	Alumni from various LCs Germany, Diploma Portugal, Diploma Romania, Advance Diploma *Armenia, Diploma* *Portugal, Diploma* *Russia, Diploma*	
16.00 – 18.00	Team Time /Review Worksheet		

Day 2: April 4 - Friday

Time				
8.00 – 8.45	Team Briefing for the Day			
9.00 – 9.45	In person/online: **Curriculum Committee** Academic Officer Rector Academic Skills and General Studies Ministerial Skills Theology, Identity, Tradition God's Mission and the Church Bible			
11.15 – 12.00	In person: Financial & GDPR Officer	Online: Student representatives (various LC) *Italy, Certificate* Lebanon, Adv. Diploma College-wide Student Rep, Lebanon, Certificate *Hungary, Adv. Diploma* *Portugal, Certificate* *Spain (Maybe), Advanced Dipl.* *Evelina Gizgizova (Maybe), Russia, Diploma*		
12.00 – 13.00	Team Time /Review Worksheet			
14.00 – 14.45	In Person: Learning Resources (library/online)			
15.00 – 15.45	In Person: Rector	Online: Meeting with Mentoring and Practicum/Internship Lead Teachers Portugal Spain Digital Campus Italy Germany		
	Team Time /Review Worksheet Decide on need for follow-up conversations for day 3 – communicate to Review Manager			

Day 3: April 5 - Saturday

Time			
8.00 – 8.45	Team Briefing for the Day		
9.00 – 10.45	Reserved for follow-up conversation		
11.00 – 13.00	Finalising Report (commendations, recommendations, requirements)		
15:00 - 16:00	Sharing Conclusions with leadership team (Minimum break of two hours after finalizing report)		