**The Self-Study Questionnaire**

Repeating a previous special note, for institutions using the 2021 ATA *Manual for Accreditation* and 2021 ATA *Self-Study Questionnaire* for the first time: The structure of the *Questionnaire* has been completely revised, and it contains many new questions. Please visit the ATA’s website (click on the Membership tab) and download the Microsoft Word template for the new *Self-Study Report* and use it from the beginning in completing the *Self-Study Questionnaire*.

**A. RESPONDING TO THE ATA’s Institutional Quality Measures and Standards**

1. **Identity and Purpose**

*ATA-accredited institutions have clear, published statements of identity and purpose.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning your institution’s *identity
and purpose*?

 *(At the beginning of each section, you will first be asked to answer a question like this one.)*

**A1.1 Identity**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution identifies itself as a provider of evangelical theological education. It subscribes to an evangelical statement of faith and seeks the Lordship of Christ over all areas of its operations and programs.
		- Biblical grounding is evident in all programs.
		- The institution supports and upholds the ATA’s Theological Education Values. (NB: institutions respond to the ATA’s Theological Education Values in the *Institutional Fact Sheet*, which should be checked and updated during the Self-Study Report preparation).
 | *Please include the following (where available) in a compilation of supporting documents:** + - Published Statement of Faith
		- Revised *Institutional Fact Sheet* (with updated statistics)
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**Questions to Respond to**

1. What is your statement of faith? How do you ensure agreement with this statement of faith by board members, educators and other personnel?
2. What procedures are in place when someone (such as an educator) does not agree with this statement of faith?
3. What evidence is there of Biblical grounding in all your programs?
4. How does the institution support and uphold each of the ATA’s Theological Education Values?
*This summary should be included in a revision of your completed Institutional Fact Sheet. You may include this as an Appendix.*

**A1.2 Vision, Mission and Objectives**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution has clear published vision and mission/purpose statements, which align closely with the evangelical identity of the institution.
		- The institution has clearly defined and published overall goals or training objectives.
		- The institution’s vision and mission/ purpose statements are periodically reviewed by the leadership, communicated to and understood by educators, staff, students and external stakeholders, and reflected in the institution’s strategic plans and budgets.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Mission and Vision Statements (as found in official, published documents)
		- Statement of Core Values
		- Published overall institutional goals and/or Training Objectives
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**Questions to Respond to**

1. What is the vision and mission/ purpose of your institution?
2. When were these statements originally formulated and when were they last revised? Who was involved in these tasks? What was the result of any recent formulation or revision?
3. Where are the mission and vision statements published, and how are they communicated to educators, staff, students and other stakeholders?
4. What similarities and differences do you see between your institution’s vision and mission/purpose statement and the ATA’s vision and mission statement? How does your institution contribute to the fulfilment of the ATA’s wider vision and mission?
5. What are the overall goals or training objectives of the institution? How were these defined, and when were they last reviewed? (NB: Specific program goals and objectives will be described later.)

**A1.3 Legal and Fiscal Status**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution has appropriate legal status in the country where it operates, and complies with relevant fiscal and financial regulations.
		- If possible, the institution is legally constituted as a non-profit educational institution.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Constitution and By-Laws
		- Official government/legal recognition documentation
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**Questions to Respond to**

1. Is your institution recognized by and/or registered with the government?
If so, what is the legal status of the institution? If not, please explain. Describe any significant challenges you have faced in complying with relevant fiscal and financial regulations.

**A1.4 Public information**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution publishes and makes widely available information about its identity, activities and programs in print and online, and keeps this information regularly updated.
		- The institution is accurate, transparent and truthful in its public face and claims.
		- Stakeholders are kept informed of the work and progress of the institution.
		- Program information is comprehensive, including entry criteria, learning outcomes and graduate profiles, qualifications, and teaching, learning and assessment procedures.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Annual Reports to stakeholders (if any; for the last five years)
		- Recent copies of regular printed or online news bulletins / magazines (at least five of each)
		- Academic Manual / Prospectus
		- Copies of public and promotional brochures
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**Questions to Respond to**

1. List the regular tools and documents used for external communications with stakeholders, churches, and the general public, the delivery methods for each, who they are intended for, and the frequency of their delivery. Are there any security issues involved?
2. How often is the public information updated to reflect accurately your current status? Have you ever needed to or been asked to correct inaccuracies? (Please explain.) When was the information last updated? Who is responsible for this work?
3. What attention is given to informing churches, especially stakeholder churches, and alumni about the institution? Who is responsible for this?
4. Does program information publicly available include entry criteria, learning outcomes and graduate profiles, qualifications, and teaching, learning and assessment procedures? How do educators and students access this information?

**Summary concerning Identity and Purpose**

1. What are the strengths and areas needing improvement in relation to your institution’s *identity and purpose* and the four topics mentioned above (A1.1, A1.2, A1.3, A1.4)?

2. What are your plans to implement any needed improvements?

 *(At the end of each major section, you will be asked to respond to two questions like these.)*

1. **Governance, Leadership, Management,
and Quality Assurance**

*ATA-accredited institutions have an appropriate Board of governance in line with local regulations that represents stakeholders and provides accountability for the executive leadership.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning your institution’s *governance, leadership, management and quality assurance processes*?

**A2.1 Governance**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The Board of governance:
* *Preserves and protects the institution’s identity and purpose;*
* *Manages leadership succession, and encourages development of national leadership where not already present;*
* *Delineates clear lines of responsibility between board governance, executive management and delegated authority.*
	+ - The Board is normally located in the country or area of the institution, with at least fifty percent of its members being either nationals or those with clear cultural affinities to the institution’s area of service. If the governing Board is located outside Asia, then it will also have a fully local advisory board. Members of professions with a range of perspectives and skills may be invited to help the Board. The ATA encourages Boards to include both women and men.
		- An approved, written Constitution (with By-laws if needed) documents all aspects of Board function, including its membership profile, means of choosing new members, terms of office, role and functions, frequency of meetings, practice and patterns of communication.
		- Board members understand the distinctives of evangelical theological education.
		- Members of the governing board promote the institution and are supportive of the institutional community, regularly engaging with the leadership, educators, staff, and students.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Constitution and By-Laws
		- Board Manual or Handbook
		- Board minutes confirming the most recent revision of the Constitution and By-Laws and changes from the previous five years, if any.
		- List of Board Members (with information requested below)
 |

**Questions to Respond to**

1. How does the Board understand its role? Where is this documented?
2. List the members of the Board, formal roles or offices held, their occupations, when they joined the Board, and why they were chosen or appointed. Does this membership provide for adequate stakeholder representation? What proportion of the Board are nationals, and how many are women?
3. Give a comprehensive description of Board functioning, including how new members are chosen, how new Board members are given orientation, terms of office, roles and functions, frequency of meetings and attendance expectations, and practice and patterns of communication.
4. How are Board members helped to understand the distinctives of evangelical theological education?
5. Do all Board members demonstrate their commitment by regular attendance at Board Meetings?
How are they involved in promotion of the institution, including fundraising?
6. To what extent do Board members engage with each of the following: leadership, educators, staff, and students? Describe typical interactions and their frequency.

**A2.2 Executive Leadership Team**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution has a healthy organizational structure which supports and serves its mission and vision. The different roles of governance and leadership are understood and reflected in the organizational structure. Each position has a clear role description.
		- The organizational structure is well-communicated and understood throughout the institution.
		- Executive leadership is generally drawn from the cultural context the institution serves, and where not the institution has a plan to develop such leadership.
		- The institution has a succession policy for its executive leadership, and specific succession plans whenever a leadership transition is expected within a three-year period.
		- Leadership and management are accountable to the governing body, and guide, inspire and manage the personnel team to achieve the mission of the institution through strategic planning and implementation.
		- Delegation, participation, empowerment and good communication help create a climate of trust where teams and committees function well for the good of the whole institution.
		- Effective leadership in the institution regularly models and communicates a leader’s role as shepherd, servant and steward, and models outcomes expected in the institution’s Graduate Profile(s).
		- The leadership team provides good models of self-care and appropriate patterns of rest, including time for family, holidays and personal renewal.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Constitution and By-Laws
		- Chart of organizational structure
		- List of senior leaders (with information requested below)
		- Role descriptions for senior leadership positions
		- Succession Policy and plans for any expected executive leadership transitions
 |

**Questions to Respond to**

1. Describe your organizational structure. Do you have an organizational chart?
List the names of your senior leadership, their terms of office, and the person/role or body to whom they are accountable. If any senior leader has served in their position for less than five years, please also give the name(s) of the previous leader(s) and their reasons for leaving. Does each position have a clear role description?
2. For each of the senior leadership positions, describe how the formal designations of accountability work out in practice (e.g. through written reports, scheduled meetings etc.).
3. How effectively does the current organizational structure serve the mission and vision of the institution? Are there any areas that could be strengthened or changed to serve your mission and vision more effectively? How is your organizational structure communicated to personnel and students?
How often is it revised?
4. To what extent is your executive leadership drawn from the cultural context that the institution serves? Where this is not the case, what plans to develop such leadership are in place?
5. Describe the institution’s succession policy, and include any formal documentation of this policy. If an executive leadership transition is expected in the following three years, please state the institution’s succession plans.
6. How would you describe the institution’s climate in terms of the relationships of the President / Director with other leaders, educators, and staff? What might be done to further enhance and sustain these relationships?
7. Give some examples that show where delegation, participation, empowerment and good communication are helping teams and committees to function well? Have there been situations in the last few years where you believe these things could have been done better? Please explain. Share any changes you plan to make for the future.
8. Describe (with examples) ways that leadership models and communicates a leader’s role as shepherd, servant and steward (to staff and students). What relevant leadership qualities are listed in the institution’s Graduate Profile(s)?
In what ways does the institutional leadership model them to students? How could the day-to-day running of the institution more intentionally support the development of these qualities in students?
9. To what extent does the leadership team provide good models of self-care and appropriate patterns of rest? Please explain. For each senior leadership role, how many days of personal holiday were taken in the last twelve months?

**A2.3 Decision-Making Structures**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Institutional leadership models active listening and consultation in decision-making processes as one aspect of leadership development. Therefore, the institution provides avenues for appropriate consultation with educators, staff, students, and stakeholders as part of its decision-making processes.
 | *Please include the following (where available) in a compilation of supporting documents:** + - List of institutional decision-making structures and standing committees that include educator, staff, student and stakeholder input.
 |

**Questions to Respond to**

1. What avenues are available for educators, staff and students to participate in institutional decision-making? Give examples of any decisions made following such participation. How did different groups evaluate any major decisions?
2. How and when do external stakeholders participate in the decision-making processes of the institution? What have been the results?

**A2.4 Strategic Planning**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Short- and long-term strategic planning is based on intentional seeking of God’s will with active involvement of stakeholders. Written strategic plans are directed towards the achievement of the institution’s mission and vision.
		- Governance and leadership structures cooperate in designing, approving, implementing and reviewing strategic plans that are linked to institutional mission statements, programs and resources.
		- Appropriate project management is in place to implement strategic plans in dependence on God.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Mission and Vision statements of the institution
		- Current Strategic Plan(s) (or most recent plan if none are current)
		- Written action plans (if any)
 |

**Questions to Respond to**

1. What are the present short-term and long-term strategic plans of the institution? Outline the processes followed in drawing up these plans and describe the groups of people involved at each stage. Describe how these processes involved active seeking of God’s will. How will the strategic plans facilitate the achievement of your institutional mission?
2. How often is progress in achieving these plans reviewed? Have any revisions to the plans been made (describe)?
3. How effectively did the Governing Body work together with leadership in the process of preparing strategic plans? How might this cooperation be improved for the future?
4. Has leadership been trained in project management? If not, what training is available?

**A2.5 Quality Assurance**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution implements a written policy of *internal* quality assurance that leads to a culture of integrity and self-improvement. This culture is reflected in practices and processes owned by all internal stakeholders.
		- The institution is actively involved in periodic institutional and program assessment, with regular reporting to *external* quality assurance bodies.
		- Where relevant, national legislative and educational frameworks are also taken into account.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Internal quality assurance policies
		- Feedback forms used for internal quality assurance processes
		- A compilation of Annual Reports prepared for stakeholders (from the previous five years)
		- A compilation of Annual Reports sent to the ATA over the past five years
		- A compilation of the Initial Response Report and Compliance Reports responding to the previous ATA VET Report
		- Reports sent to any other external quality assurance bodies or donor agencies (where you are free to share those reports)
 |

**Questions to Respond to**

1. What are the internal quality assurance policies and means used by the institution? How effective have these been in creating a culture of integrity and self-improvement? Give examples. What evidence is there of ownership of these policies by all internal stakeholders? Who is involved in various internal quality assurance processes?
2. Apart from the ATA, is the institution accredited by the government, or any other external agency?
Is it a member of any association or educational institution? Please explain.
3. Do any donor agencies require your institution to conduct self-assessment? For how long have you been a partner with those agencies? How frequently do they assess your suitability for receiving funding?

**Summary concerning Governance, Leadership, Management and Quality Assurance**

1. What are the strengths and areas needing improvement in relation to your institution’s *governance, leadership, management, and quality assurance processes*, and the five topics mentioned above (A2.1, A2.2, A2.3, A2.4, A2.5)?

2. What are your plans to implement any needed improvements?

1. **Human Resources**

*Human resources are a theological institution’s most important asset. These include executive or admin­istrative leadership, administration and support personnel, and various kinds of educators. In ATA-accredited institutions they are appropriately qualified and competent for their respective roles, which are well defined, governed by appropriate and fair policies and procedures, and characterized by a commitment to Christian community.*

**Feedback from the Stakeholder Study**

 What were the significant findings of the Stakeholder Study concerning your institution’s *human resources (leadership, administrators, support staff and educators)*?

* 1. **Personnel Policies and Practices**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution considers its personnel as its prime asset and responsibility.
		- Leadership shows a high level of personal and pastoral care for all personnel, and ensures policies and practices that encourage and prioritise appropriate self-care, exercise, rest, family time and personal renewal.
		- Human resources are sufficient to carry out the educational programs effectively, tailored to the objectives and activities of the institution, and monitored to ensure personal sustainability and realistic workloads across the institution.
		- Well-defined, fair and transparent processes are applied for the recruitment of all educators and staff. Anti-discrimination policies and appropriate sensitivities to diversity, including consideration of gender, ethnicity and national representation, are in place.
		- All personnel have clear, written job descriptions, conditions of employment and line management procedures, which are regularly reviewed.
		- Leadership actively plans for the ongoing professional development of all personnel.
		- The institution has written policies relating to necessary areas of human resource management, including employee care, staff protection, job security, annual leave, redundancy and dismissal procedures, inflation salary adjustments, fees and remuneration for visiting lecturers, etc.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Recruitment and appointment policies, and typical conditions of employment
		- Sample job descriptions (with others available to the VET during the visit)
		- Staff professional development plans
		- Staff handbook and/or written human resource management policies
 |

**Questions to Respond to**

1. What evidence is there that the institution values personnel as its prime asset and responsibility?
Give examples where leadership has shown personal and pastoral care for personnel, and of policies and practices that are leading to health and well-being of personnel.
2. Describe the institution’s processes for recruitment of educators and staff. Where are these documented? Are they fair and transparent?
3. Do all personnel have clear, written, job descriptions? Describe the template used for job descriptions, if any. Who is responsible for reviewing job descriptions, and how regularly is this done?
4. Please list policies relating to different aspects of human resource management, giving the dates when each was last reviewed. Please include these policies in an Appendix to the Self-Study report.
	1. **Christ-like Character**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Personnel in all departments are spiritually mature and demonstrate Christ-like character.
		- All personnel are in good standing with their local churches.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Written statement of spiritual qualities and character expected of all staff and educators
 |

**Questions to Respond to**

1. What criteria for spiritual maturity and Christ-like character does the institution use?
2. Are all personnel in good standing with their local churches? If not, what has been the institution’s response?
	1. **Administration and Support Staff**

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Administrative staff should be adequate to support the institution’s team of educators and the student body, the infrastructure and all means of program delivery.
		- Administration and support staff provide appropriate models for students. They meet the standards for Christ-like character described in Section A3.2.
		- The value of the administrative and support staff to the institution is recognized by all, and they see their roles as spiritual, kingdom-building ministries.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Staff handbook or manual
		- Sample job descriptions
		- Professional development plans for staff
 |

**Questions to Respond to**

1. Is the administrative staff adequate to support the mission of the institution?
If not, what are the challenges, and what plans are in place to improve the situation?
2. Do the administrative staff provide a good model for students? Please give examples. How does the institution respond if staff do not offer good models of Christ-like life and character?
3. How do administrative and support staff understand their roles in the institution? What evidence is there that they are valued?
4. Describe plans and policies for professional development of the administrative staff.
	1. **Educators**

*Theological education today embraces multiple delivery modes. Consequently, we need to distinguish between the different kinds of educators that are necessary for various modes and components of holistic program delivery. What used to be called “faculty,” therefore, are here described under the broader category
of “educators,” which may include lecturers, course writers, online content providers or instructional
designers, group leaders, learning facilitators, tutors, local mentors, pastors and chaplains, and librarians.
ATA institutions acknowledge the respective contributions of these different roles and ensure that all educational personnel are appropriately qualified, experienced, trained and supported.*

*In what follows, these various kinds are mentioned under the generic term “educators.” Several categories, though not necessarily all, will be relevant to your institution. The following is a guide to which kinds you may have in your institution, which standards and quality measures are applicable to you, and hence which
Self-Study Questionnaire sections you need to complete further below. Please tick all the boxes that are relevant to your institution and programs and complete those sections. If you are in any doubt, please contact the ATA office for assistance.*

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| --- | --- | --- | --- |
| **Relevant?**(please tick) | **Section label** | **Educator Category** | **Who this category might include or be most relevant to** |
| 🗹 | (a) | All Educators | * Every institution and program
 |
| 🞎 | (b) | Academic Leadership and Faculty | * Leaders of academic departments
* Lecturers in campus-based programs
* Adjunct faculty/lecturers
* Video-lecturers in online programs
* Educators for extension or online post-graduate programs
* Librarians (involved with educational facilitation)
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| 🞎 | (c) | Course Writers and Course Developers or Instructional Designers | * Extension and distance education programs
* Online programs
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| 🞎 | (d) | Subject Matter Experts (SMEs) | * Extension and distance education programs
* Online programs

*NB: lecturers in campus and online programs in category (b) are naturally assumed to be SMEs.* |
| 🞎 | (e) | Group Leaders, Tutors, or Facilitators | * Campus programs with tutorial groups
* Extension and distance education programs
* Online programs
* Trainers of group leaders, tutors, and facilitators
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| 🞎 | (f) | Local Mentors | * All programs with practical or field ministry requirements
* Extension and distance education programs
* Online programs
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| 🞎 | (g) | Chaplains and Pastors | * Campus programs
* Extension and distance education programs
* Online programs
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Please answer *all* *questions* in each of the sections that are *relevant* to your institution, based on the kinds of educators you have. If any question is not relevant to your institution, briefly explain why.

*a. All Educators:*

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution takes steps to establish the competence and suitability of all its educators.
		- Educators provide appropriate models for students. They meet the standards for Christ-like character described in Section A3.2.
		- Educators meet clear academic and ministry qualifications appropriate for their roles within each program.
		- Those training church leaders meet criteria for spiritual maturity drawn from biblical leadership principles.
		- Educators understand and accept the institution’s educational philosophy. They understand student-centered learning and are able to facilitate high quality student learning experiences. They promote actively the acquisition of knowledge, competences, and skills, and they contribute to nourishing spiritual and character formation in the lives of their students.
 | *Please include the following (where available) in a compilation of supporting documents.* * + - Educator recruitment policies
		- Educator or Faculty Handbook and other written policies regarding educators
		- Educator lists (of names under each educator category; separated from the detailed information requested further below)
		- Sample job descriptions for different educator types
		- Academic Handbook or Manual
		- Organisational structure diagram (focussing on the academic department)
		- Educator professional development plans
		- Educator appraisal information and forms

*Note: Many of the documents listed above will apply also to specific educator types covered further below; however, they are not repeated in each section.* |

**Questions to Respond to**

1. For each of the programs in your institution, list the various kinds of educators involved in delivering every aspect of the program to your students (refer to the checklist you filled out on the previous page), and briefly describe the role of each within the program. Then, for each type of educator, please state the spiritual, academic, and ministry qualifications expected by your institution.
2. Provide a separate list of the names of each of your educators underneath their respective educator categories, identifying those who serve as leaders in their departments, and the place they serve in
(if not at your central educational facility). (NB: Appendix. For this question, do not provide the detailed information for each that is requested further below; a list of names only is needed here.)
3. In what ways do educators provide a good model for students? Please give examples. How does the institution respond if educators do not offer good models of Christ-like life and character?
4. Do all educators meet the qualifications you have listed in answer to Question 1. in this section? If not, please explain.
5. What steps are taken to help educators understand your institution’s educational philosophy? How does your institution assess their acceptance and implementation of this philosophy?
6. To what extent do your educators understand and practice student-centered learning and help facilitate holistic personal formation of students? Which groups of educators need further coaching in these areas?

*b. Academic Leadership and Faculty*

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Faculty have appropriate experience to equip them as trainers of students in areas including discipleship, mentoring, character and ministry formation. *(See Part I: Section 3 - A3.4 b#1 for ATA’s recommended faculty appointment policy.)*
		- Faculty have appropriate ministerial experience.
		- Faculty have appropriate knowledge of the Bible and theology.
		- Faculty have one degree higher than the award levels they are teaching in. Degrees are from properly accredited institutions and are relevant to the courses taught.
		- Inclusion of a small number of faculty without the required academic qualifications, but with proven ability and experience, is permitted only with rigorous evaluation and as exceptional cases. Such faculty members do not carry significant course loads nor supervise academic departments. They are encouraged to pursue higher professional qualifications in their field of teaching.
		- The institution has an adequate number of qualified full-time, contracted teaching staff to support the needs of the program(s) offered. This allows for:
		- Low student : educator ratios;
		- High quality of student learning;
		- Informal contact time with students;
		- Appropriate and sustainable teaching loads. *In determining teaching loads, the institution is aware that online instruction usually requires more instructor time than traditional classroom-based learning.*
		- Faculty members engage regularly in educational development and training suitable for their profession and institutions offer and promote fair and transparent opportunities for their professional development. This might include faculty development plans, research leaves aimed at ongoing contribution to a field of study, and provision of study time to keep updated in their fields of teaching, and in educational development and adult learning theory and methodologies. ICETE Academy courses, and participation in ATA and ICETE assemblies and consultations may constitute a significant part of faculty professional development.
		- Regular faculty performance appraisals are conducted by the institution.
		- The head librarian has adequate training in information technology, resource and library studies.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Documents listed in A3.4 (a) above.
 |

**Questions to Respond to**

1. Give the following information regarding each member of the academic leadership and faculty
(full-time, part-time, visiting), including librarians.
2. Name, age, sex, nationality, marital status
3. Position, number of years in this position, and previous positions held in the institution
4. Status (full-time or part-time; regular or adjunct)
5. Degrees earned, with year of graduation, institution, and the institution’s accrediting agency
6. Other training and experience relevant to their role in the institution; including continuing professional development (from the previous five years)
7. Denomination or church affiliation
8. Current and recent ministries (in the previous five years) in church, family, community, society
9. Teaching field or concentration and courses taught
10. Number of courses or units taught per year (on average)
11. Published works (if any)
12. Do the academic leadership and faculty have appropriate experience to train students in discipleship, mentoring, character and ministry formation?
13. Do all faculty have one degree higher than the award levels they are teaching in, and from an accredited institution? List any exceptions, with an explanation.
14. Are educators sufficient in number and qualifications to support the needs of the program(s) being considered for accreditation? If not, what are the challenges, and what plans are in place to improve the situation?
15. Describe your plans and policies for ongoing professional development of educators. Give details of professional development provided for academic leadership and faculty over the previous five years, especially including training in educational and adult learning theory and methodology. How many faculty members are ICETE Academy Fellows?
16. Describe your system for academic leadership and faculty performance appraisal. How satisfied are leadership and faculty that this system provides for adequate and constructive appraisal and feedback, and leads to encouragement and other positive results?

*c. Course Writers and Course Developers or Instructional Designers*

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Team course development is encouraged. Teams include people with expertise in adult learning, instructional design for the particular medium of course delivery being used, the specific subject area, and the cultural context. For online programs, appropriate Information Technology support is included in the course development team.
		- Course development team members who are subject experts or writers are qualified at the Bachelor’s level for Certificate level courses, and at the Master’s level for Diploma and Degree level courses.
		- Course developers receive adequate training in best practice for their role in course development, and have access to reference materials, including those on adult learning and instructional materials design relevant to the media being used for course delivery.
		- Course development team members who have a role in instructional design have completed studies at the level of the course they are designing.
		- Course developers have access to a wealth of resources, and personal experience, relevant to the areas of their course development role.
		- These same standards also apply to those contextualizing courses adopted from other programs and situations.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Documents listed in A3.4 (a) above.
 |

**Questions to Respond to**

1. For course writers and developers (including instructional designers), and trainers of small group leaders, please give the following information:
2. Name, age, sex, nationality, marital status
3. Position, number of years in this position, and previous positions held in the institution
4. Status (full-time or part-time; regular or adjunct)
5. Degrees earned, with year of graduation, institution, and the institution’s accrediting agency
6. Other training and experience relevant to their role in the institution
7. Denomination or church affiliation
8. Current and recent ministries (in the previous five years) in church, family, community, society
9. Areas of subject, writing or instructional design expertise
10. List titles, subjects and dates of completion of all courses written or developed; and also
titles, subjects and dates of completion of group leader/facilitator guides, and/or student
learning guides (and in each case specify whether the team member is a sole contributor or a
co-contributor to the courses written)
11. Published works (if any)
12. Describe the process of course development for your programs and their respective delivery modes, illustrating how the development team functions together.
13. Are any course writers or developers not working as part of a team? If so, why is this?
14. Do course writers who are subject experts and course development team members who have a role in instructional design meet the relevant standards listed above? If not, please explain.

*d. Subject Matter Experts (SMEs)*

Subject Matter Experts (SMEs) are used in a supportive educational role in extension and online programs, where they may assist in either course development or in group discussion, often alongside either course writers, instructional designers, or group leaders/facilitators. They are included wherever their expertise will be beneficial to the course development or learning processes. *Note: faculty members who are covered in Section b. above should be subject matter experts for the courses they teach, but this section is not intended for them unless they also participate in extension or online programs.*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Course development undertaken by qualified course developers (writers or instructional designers) is assisted by Subject Matter Experts (SMEs) whenever those developers lack adequate experience or knowledge in the subjects being developed.
		- For online post-graduate courses delivered to students, a high level of student access to one or more Subject Matter Experts (SMEs) is provided, though SMEs do not necessarily need to be the online teacher or facilitator.
		- For Bachelor level studies employing already prepared course materials, access to an SME for at least part of a course is strongly encouraged and regularly provided.
		- SMEs who participate in online or extension class discussions are qualified with one degree higher than the award level they are contributing to. SMEs provided for post-graduate courses have doctoral qualifications.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Documents listed in A3.4 (a) above.
 |

**Questions to Respond to**

1. For Subject Matter Experts (SMEs), please give the following information:
2. Name, age, sex, nationality, marital status
3. Position, number of years in this position, and previous positions held in the institution
4. Status (full-time or part-time; regular or adjunct)
5. Degrees earned, with year of graduation, institution, and the institution’s accrediting agency
6. Other training and experience relevant to their role in the institution
7. Denomination or church affiliation
8. Current and recent ministries (in the previous five years) in church, family, community, society
9. Areas of subject expertise
10. List titles, subjects and dates of completion of all courses written or developed which the SME has contributed to; and list all courses the SME participates in for group discussion
11. Published works (if any)
12. Describe the participation of Subject Matter Experts (SMEs) in course development processes for your programs. When are they brought into the development process, and how do they assist course writers and instructional designers?
13. Do SMEs participate in group discussions for your online or extension programs? Which programs? Describe their participation and how they work alongside your group leaders. Which courses do they typically participate in, and how much access do students get to the SME during those courses?

*e. Group Leaders, Tutors or Facilitators*

In what follows the term “group leader” is used to embrace tutors and facilitators, which role titles may also be used, depending upon the institution’s preference.

Assumptions in this section are (a) that the level of study is for Certificate, Diploma or Bachelor degrees and (b) that group leaders/tutors/facilitators (including online facilitators) are leading and guiding students using already prepared curricular materials, which have been designed for student self-study. In such cases the course writers and developers, who have prepared the curricular self-study materials, are considered as the primary instructors of the students in the subject matter of each course.

It is important to note that, for *undergraduate level studies* (Certificate, Diploma, Bachelor), it is not always the case that online facilitators must also be Subject Matter Experts (SMEs), provided that course learning content has been developed by an SME, and that course materials have been designed appropriately for student self-study. In this case the online teaching role is one of facilitating learning through the already prepared self-study materials and group discussions, rather than one of instruction in a field of expertise.

However, if an institution considers the group leader/tutor/facilitator role to include teaching input where subject matter expertise is required, and not all of the learning materials have been pre-prepared or designed for student self-study, then those educators are required to meet the same requirements as for academic leadership and faculty (see A3.4 b. above). Likewise, for Master’s and Doctoral level courses, group leaders/tutors/facilitators would also normally be expected to meet the requirements listed above for academic leadership and faculty (in A3.4 b. above).

|  |  |
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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Group leaders have the written approval and support of their local church leader for their role.
		- Group leaders have completed studies at least at the level that they are facilitating, or can demonstrate a similar level of learning and maturity. However, if they are teaching or facilitating online Masters or Doctoral level courses, they either have a doctoral degree with specialization or appropriate experience in the subject areas being taught or they work alongside a Subject Matter Expert (SME; with a doctoral degree) during the delivery of their course.
		- Group leaders receive training for each aspect of their role, appropriate to the medium of course delivery being used, and especially in facilitation of student-centered learning and group discussion. Group leaders are trained to avoid adopting a lecturing role. They are assessed during training and demonstrate appropriate ability before being officially appointed for their ministry.
		- Group leaders usually have prior experience as a student in the type of program they are to lead.
		- Online facilitators are adequately trained in the use of the Learning Management System (LMS) and all other technologies being used. They have an awareness of what constitutes quality online discourse, and facilitators are well trained in online group dynamics.

… / * + - The institution encourages group leaders to become and remain active.
		- Group leaders are expected to seek continual improvement through self-evaluation, and encouraged to ask for feedback from students, institution, staff, and appropriate local church leadership.
		- The institution pays special attention to continuing encouragement, support and further training of group leaders. Support of group leaders through evaluation and site visits by institution staff is practiced.
		- Trainers of group leaders usually have similar qualifications to those given for faculty above. They have rich previous experience in group leadership.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Documents listed in A3.4 (a) above.
		- A separate list of group leaders with their personal information can be included as an Appendix if there are many.
 |

**Questions to Respond to**

1. Specify clearly your definitions for group leaders being considered “active” and “inactive”.
2. Provide a summary table with total numbers of *active* group leaders, percentage male and female, numbers according to country (if more than one), numbers active for each of the last three years, and total numbers trained but presently *inactive*.
3. For *active* group leaders,\* please give the following information:
4. Name, age, sex, nationality, marital status
5. Number of years as a group leader and any other positions held in the institution
6. Status (full-time or part-time; paid or voluntary)
7. Degrees earned, with year of graduation, institution, and the institution’s accrediting agency
8. Other training and experience relevant to their role (include group leader training provided by the institution)
9. Denomination or church affiliation
10. Current and recent ministries (in the previous five years) in church, family, community, society
11. Total number of groups or courses facilitated, and the number of groups of courses facilitated in the most recent, completed academic year
12. Published works (if any; including blogs, journals, newsletters)

\* NB: For programs with many active group leaders (more than 20), the above information should be included in an appendix to the Self-Study Report. For programs with very large numbers of tutors (over 50), it will suffice to list the names of tutors grouped according to their locations, and be able to show the VET that the above information is recorded on a database for all tutors.

1. Describe the process for selection and approval of new group leaders.
2. Have all group leaders completed studies at the level they are facilitating? If not, how is a similar level of learning and maturity demonstrated?
3. Briefly describe your training programs for group leaders/ tutors/ facilitators, including online facilitators. Are all group leaders required to participate in these programs? If not, what reasons are given for exemption? Are all those who participate in facilitator training programs certified or recognized as group leaders? If not, what criteria are used?
4. Are your group leaders paid or volunteers? If paid, describe your policy of recompense and rates given. If volunteers, share your rationale for not paying them, and when you last considered the issue of group leader recompense.
5. What percentage of trained group leaders are now considered active? What efforts do you make to encourage trained group leaders to become and then remain active?
6. How does the institution encourage and support a culture of continual group leader development? What provision is made for encouragement of group leaders, and their continuing growth in understanding of educational theory, practical skills, and vision for service?
7. Do all those involved in group leader training have appropriate qualifications, i.e. one degree higher than the degree granted, from an accredited institution? If not, please explain.

*f. Local Mentors*

*Local mentors facilitate mentoring of students in areas such as discipleship, spiritual, character and ministry formation. They are usually required for extension, distance and online programs in non-campus-based educational settings in order to provide the holistic dimensions of a sound evangelical theological education, and are especially necessary for most “fully online” educational programs. Local mentors work in partnership with the institution in the education of students, and normally are local church or para-church leaders. They are either directly appointed by the institution or identified by students during their course and/or program application procedures.*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - A clear process and system to identify, approve, train, and resource local, on‐the‐ground, partners and mentors is in place and implemented for each enrolled student. Remedies are in place for cases where students are unable themselves to identify local mentors.
		- The institution has a church/ministry liaison officer to supervise this process and to coordinate with local mentors. Students and local mentors are made aware of the process, its rationale and their responsibilities through published documents.
		- Local mentors are suitably experienced, in the specific areas required, to provide mentoring for the holistic growth of students entrusted to their care. Where a local church leader is a student in a program, peer mentoring is appropriate. In either case, they also have the written approval and support of their local church leadership for their role.
		- Appropriate training of local mentors is provided, and suitable assessment, evaluation and feedback tools are developed to assist in the process.
		- The institution makes efforts to ensure that local mentoring of students is understood by all parties to be a three-way partnership between the institution, the local church community, and the student. Online facilitators have a means to communicate with local mentors and are informed about and supportive of the role of those local partners in the holistic educational process.
		- The institution can demonstrate, for any of its enrolled students, how local feedback and evaluation tools are being used to determine whether course and graduate outcomes are being achieved, and that growth in these areas is demonstrable in students’ lives.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Documents listed in A3.4 (a) above
		- Sample institution-mentor agreement/contract
		- Training tools for local mentors
		- Student assessment and mentoring forms
 |

**Questions to Respond to**

1. Specify clearly your definitions for local mentors being considered “active” and “inactive”.
2. Provide a summary table with total numbers of *active* local mentors serving with your programs, percentage male and female, numbers according to country (if more than one), numbers active for each of the last three years, and total numbers recruited but presently inactive.
3. List the local mentor coordinator(s), and the local mentors used by your programs,\* with the following information provided:
4. Name, age, sex, nationality (and country of service, if different), marital status
5. Number of years as a local mentor (or coordinator) for your institution
6. Status (paid or voluntary)
7. Name of church, denomination or church affiliation, and role in the church (or para-church agency)
8. Current and recent ministries (in the previous five years) in church, family, community, society
9. Number of students mentored per year (on average),
10. List of ministries for which mentoring has been provided in the last three years (for general mentoring of students, unrelated to practical ministry training, write “general mentoring”)

*\* NB: For programs with many active local mentors (more than 20), the above information should be included in an appendix to the Self-Study Report. For programs with very large numbers of local mentors (over 50), it will suffice to list the names of mentors grouped according to their locations, and be able to show the VET that the above information is recorded on a database for all mentors.*

1. Describe the process for selection and approval of new local mentors.
2. Describe the work of the liaison officer or coordinator of local mentors, and the typical frequency of contacts made with local mentors.
3. How are local mentors given orientation and trained for their role?
4. Describe the tools used by local mentors to assess holistic learning outcomes for students. How efficient is the system for collecting information from local mentors?
5. Are your local mentors paid or volunteers? If paid, describe your policy of recompense and rates given.
If volunteers, share your rationale for not paying them, and when you last considered the issue of local mentor recompense.

*g. Chaplains, Pastors, and Counsellors*

This section refers to chaplains, pastors and counsellors who work on behalf of the institution to support the pastoral or spiritual and non-academic life of students alongside their studies. It is not intended that this section include the pastors of churches attended by students. Church pastors might however be included in the previous section as local mentors.

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution provides adequate support for the pastoral needs of students and for their personal and spiritual development.
		- The educational team running the program therefore includes a chaplain or pastor to the students, possibly a counsellor, and/or a personal support officer. These officers have qualifications similar to those of group leaders and online facilitators.
		- All those with responsibility for pastoral care of students have appropriate character, training, experience, and skill.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Documents listed in A3.4 (a) above
		- Job description for these roles
 |

**Questions to Respond to**

1. For chaplains, pastors, counsellors, and local mentor coordinators, please give the following information:
2. Name, age, sex, nationality, marital status
3. Number of years serving in this role, any other positions held in the institution
4. Status (full-time or part-time; paid or voluntary)
5. Degrees earned, with year of graduation, institution, and the institution’s accrediting agency
6. Other training and experience relevant to their role
7. Denomination or church affiliation
8. Current and recent ministries (in the previous five years) in church, family, community, society
9. Published works (if any; including blogs, journals, newsletters)
10. Describe the role of any chaplains, pastors, counsellors, and local mentor coordinators in your institution. Is there a written job description? What training is provided for these roles?
11. How accessible are they to students? (Or to local mentors, if that is their role?)
How do students become aware of their role?
12. Are your student chaplains, pastors, or counsellors paid or volunteers? If paid, describe your policy of recompense and rates given. If volunteers, share your rationale for not paying them, and when you last considered the issue of their recompense.

**Summary concerning Human Resources**

1. What are the strengths and areas needing improvement in relation to your institution’s *human resources (leadership, administrators, support staff and educators) and personnel policies*?

2. What are your plans to implement any needed improvements?

1. **Community and Context**

*ATA-accredited institutions display healthy community dynamics in active response to their context.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning your institution’s *community dynamics as it engages with its various contexts*?

**A4.1 Internal Learning Community**

*a. All institutions:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution fosters a healthy community life, rooted in prayer and worship. This includes strategies to provide student support systems and alumni care, and to nourish a community where Christ-like character is modelled and can be emulated.
		- Healthy relationships exist between the leadership and other personnel, creating a climate that sustains the institution’s mission.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Student Handbook
 |

**Questions to Respond to**

1. Describe the ways in which the institution seeks to foster a healthy community life. Assess the health of the various aspects of community life. How could it be improved?
2. Outline some of the ways in which Christ-like character is modelled to your students.

*b. Campus-based institutions (and programs):*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Interactions between students and educators also regularly occur outside of class.
		- An integral aspect of the learning community created for students is that it becomes for them a worshipping and praying community, rooting academic learning in the context of worship of God, the Creator, and within an overall commitment to holistic formation.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Faculty Handbook
		- Student Handbook
 |

**Questions to Respond to**

1. What opportunities are available for students and educators to spend time together outside of class? Are these adequate? If not, what may be done to create such opportunities?
2. Describe the ways in which worship and prayer are woven into each part of the learning community (including classrooms). What may be done to enrich and enliven them?

*c. Non-campus-based institutions (and programs):*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - *Extension programs* provide regular, preferably weekly, meetings of the local learning group or other face-to-face class or study groups.
		- *Fully online courses* have at least an asynchronous vehicle for online group discussion (i.e. students may participate in online discussion at any time suitable for them during a specified time-frame), led by an online facilitator. They include at least a weekly asynchronous discussion forum during a synchronic course (where all students start and finish together, even though they may be geographically separated).
		- For *fully online programs*, a representative of each student’s local church leadership is invited to meet regularly with him or her during the course, and is in regular contact with the institution’s church/ministry liaison officer.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Student Guide to studying with the program
		- Written procedures for engagement with church leaders of online or extension students
		- Church leadership feedback forms
 |

**Questions to Respond to**

1. *For extension programs:* Describe the usual pattern, length and frequency of meetings of the local learning groups. If these are not weekly, explain why.
2. *For fully online courses:* Describe the usual pattern and frequency of synchronous and asynchronous group discussions, and the weekly learning hours expected for these during a typical course.

**A4.2 Student Life and Services**

*ATA institutions aim to provide a caring, supportive environment for students. Several specific areas are included here.*

*For non-campus-based institutions and programs, student needs for housing and food services and extra-curricular activities are normally provided outside the study program.*

*For Educational Support Services, including student orientation, please see Section A5.1 below; for Financial Student Support, please see Section A6.5.*

(i) Pastoral Care

*a. Campus-based institutions and programs:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution provides a caring, supportive environment with an appropriate level of pastoral care for all students.
		- Pastoral care concerns all aspects of students’ welfare: intellectual, spiritual, physical, social, vocational and financial.
		- There is appropriate provision for the needs of female students, and for the spouses and families of students.
		- Particular attention is given to the needs of first-year students.
		- The institution can provide or recommend suitably qualified external professional help where necessary.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Faculty Handbook
		- Student Handbook
		- Guidelines for pastoral care of students by staff and educators
 |

**Questions to Respond to**

1. Describe the ways that the institution provides pastoral care for students. List those responsible for pastoral care.
2. How does the institution make provision for pastoral care of female students, and for spouses and families of students?
3. In what ways are the particular needs of first-year students for pastoral care recognized and given attention?

*b. Non-campus-based institutions and programs:*

*A student in a non-campus-based program is usually already part of a range of support networks, including the worshipping community of their local church, which provide pastoral care, support and accountability.*

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - A personal support officer and/or an online or distance chaplain may assist in providing care to students.
		- Nevertheless, facilitators (or tutors) of online and extension programs are trained and encouraged to ensure that each of their students has access to appropriate support networks and pastoral care.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Facilitator’s Handbook
		- Guidelines for pastoral care of students by staff and educators
 |

**Questions to Respond to**

1. Describe the ways that the institution ensures that adequate pastoral care and personal support are available to online and extension students.
2. How are facilitators (or tutors) trained to be aware of any students who may not be well-connected with local support and accountability networks? What additional support is offered to those students (if any)?

(ii) Discipline

*All institutions:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Written disciplinary policies for students, staff and educators allow for response to ethical, academic, and lifestyle issues. They are articulated clearly and used to guide the implementation of any disciplinary procedures.
		- Disciplinary actions are handled in the highest interests of the individuals concerned and the institution as a whole.
		- Serious disciplinary actions, such as dismissal, represent the decision of a committee or group and are never made by individuals.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Disciplinary policies for students, staff and educators
		- Staff/Faculty Handbook

Student Handbook |

**Questions to Respond to**

1. Are there written disciplinary policies for students, staff and educators? How well do they address potential ethical, lifestyle, and academic issues? When were they last reviewed?
2. Has the institution dealt with any serious disciplinary problems during the past five years? How were they handled, and what were the results? Were they handled according to the written procedures?
If not, please explain.

(iii) Health, Housing and Food Services

*Campus-based institutions and programs:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Student health is maintained through proper housing, sanitation, diet, and good water supply.
		- There is access to medical facilities.
		- A variety of facilities for physical exercise and recreation are available.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Student Handbook
 |

**Questions to Respond to**

1. How would you assess the general health of the student body? Have there been any common and persistent health issues related to poor housing, sanitation, diet, or water supply? If so, have these issues and their causes been dealt with effectively? If not, what are the plans to solve the problem(s)?

(iv) Extra-Curricular Activities

*Campus-based institutions and programs:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Adequate programming, facilities and supervision are provided for the enrichment and development of social life for students and the institution as a whole. Guidance in extracurricular activities for development of leadership and group cooperation is also provided.
		- The institution has a student organization, which is given wide latitude in planning, organizing and operating extra-curricular activities, though remaining accountable to institutional leadership.
		- Joint student activities with other institutions are encouraged.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Student Handbook
		- Constitution and/or By-laws of student association (if any)
		- Sample student newsletters
 |

**Questions to Respond to**

1. What extra-curricular activities enrich the social life of the student body and the institution as a whole? Give some examples. To what extent is this opportunity for teamwork and leadership development used well?
2. Is there a student organization? What kinds of activities and events has it organized over the past five years? Have these included joint student activities with other institutions?

**A4.3 Stakeholder Community**

*Sound stakeholder relations are vital for the successful operation and development of an educational institution, leading to trust, understanding and mutual support and benefit.*

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution sees itself as serving Christian faith communities and churches and develops and sustains good relationships and partnerships with external stakeholders. These include especially local and national churches, and also alumni, supporting ministry organisations, donors, prayer supporters and other theological institutions in the same area.
		- Stakeholders are regularly informed of the institution’s work and progress, their insights are researched through stakeholder studies, especially in relation to training needs, opportunities and institutional impact, and the resulting information is shared.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Annual Reports (for previous five years)
		- Samples of regular newsletters, magazines or blogposts
		- Stakeholder research reports (if distinct from the Stakeholder Study)
 |

**Questions to Respond to**

1. In what ways has the institution sustained and strengthened relationships and partnerships with external stakeholders over the last five years? How often does the institution update stakeholders with work and progress?
2. How has the institution researched stakeholders’ needs and insights over the past five years? How have the results been shared?

**A4.4 Local Neighbors / Community**

*Institutions are connected to and culturally embedded in the broader community composed of civil authorities, cultural representatives, other higher educational institutions and local neighborhoods.*

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution relates well to the immediate community, is sensitive to its community context and seeks to be a responsible, good neighbor to all.
		- Civil authorities are respected and local government regulations observed.
		- The institution nurtures an awareness among the staff and student body about the surrounding local context and culture.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Samples of institutional newsletters/photos indicating community involvement
		- Secular community news articles about the institution (if any)
 |

**Questions to Respond to**

1. Describe the challenges and the opportunities presented by the institution’s local community and civil authorities. How has the institution responded to the challenges, and taken advantage of the opportunities? Are there any outstanding issues? How may these be resolved?
2. Is there a need to help staff and students from outside the local context develop a greater understanding and awareness of the local context and culture? If so, how may this be done?

**A4.5 Internal Communications**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution understands that good communication is constituent to healthy community.
		- Accurate and adequate information is developed, updated, and regularly disseminated as appropriate to various audiences within the learning community.
 | *Please include the following (where available) in a compilation of supporting documents:** + - List and samples of all regular internal communication tools and documents
 |

**Questions to Respond to**

1. List and provide samples of the regular institutional tools and documents used for internal communications, who they are intended for, and the frequency of their delivery.

**Summary concerning Community and Context**

1. What are the strengths and areas needing improvement in your institution’s *community dynamics in its various contexts* in relation to the five topics mentioned above?

2. What are your plans to implement any needed improvements?

1. **Educational Resources**

*ATA-accredited institutions have educational resources that support their respective missions and strategies.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning your institution’s *educational resources, facilities and services*?

**A5.1 Educational Services for Students**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution ensures that educational support for students is adequate to meet anticipated needs and readily accessible. Particular care is given to effective orientation of new students.
		- Students are informed of the educational services available to them, which may include support from qualified tutors and advisers.
		- Student services take into account special needs, exceptional circumstances, diversity in student population, issues of mobility across educational systems.
		- *Non-campus-based programs* provide adequate technical and personal support staff and resources to serve their student body, especially for those studying at a distance.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Student Handbook
 |

**Questions to Respond to**

1. What educational services are available to support students? Describe the orientation provisions offered for new students and special needs students. How does the institution ensure that students, especially new students, are aware of them? Are they adequate to meet the various needs of the student body? If not, how may they be improved?
2. *For non-campus-based programs*. What technical and personal support staff and resources are available to serve the student body? Are these adequate? If not, what may be done to improve them?

**A5.2 Study Facilities, Buildings, and Equipment**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The site, layout, buildings, furnishings and IT provision of the institution are each suitable for their purposes. They comply with local building regulations and standards, including accessibility requirements.
		- The institution has a written plan that details and prioritises maintenance and renovation needs for buildings and furnishings. Requirements of the plan are reflected in strategic plans and budgets.
		- Campus-based institutions provide appropriate spaces for educational activities (e.g. classrooms), student accommodation and food services. There is a meeting place suitable for assembly and worship for the whole community, preferably a separate chapel.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Site plan for campus layout
		- Office/Classroom floor plans
		- Institutional site maintenance, renovation, and development plan
		- List of administrative and Study Centers (for non-campus-based programs)
 |

**Questions to Respond to**

1. Describe the facilities of the institution. Are they suitable for their purposes? How do they support the mission and the vision of the institution? Please explain, detailing any changes that need to be made if necessary. Do they comply with the relevant building regulations and standards?

*Campus-based institutions*, please give particular attention to describing facilities for educational activities, student accommodation, food services, and for assembly and worship.

1. Please include the institution’s maintenance, renovation, and development plan as an Appendix to the *Self-Study Report*. When was it prepared, and is the planned work taking place? Are the requirements of this plan coordinated with the institution’s strategic plans and budgets? What is the budget for annual maintenance and development?
2. *Non-campus-based institutions.* List all active administrative and study centers by country, region or district. Identify new centers established in the previous five years. How many study centers became inactive in the same period. If many centers have changed status, please explain why.
3. *Non-campus-based institutions.* What resources and procedures are necessary to open a new center? Who provides these resources?

**A5.3 Library and Learning Resources**

*a. Campus-based institutions*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The library holdings, online resources available through the institution, and other library resources available to students clearly and adequately support the instructional objectives, levels, and learning outcomes of the institution’s programs. *[NB: An accessible library in close proximity to the campus can be considered as an additional facility.]*
		- Institutions give emphasis to the acquisition of learning resources relating to Asian contexts and in the primary languages of students.
		- The library has adequate space for study and research purposes, and facilities allow for adequate preservation of library holdings.
		- Library holdings are digitally catalogued and the catalogue is accessible to students working off-campus.
		- Library administration is carried out by a sufficient number of well-qualified and trained staff.
		- The library has a development plan that is suitable in terms of quality, quantity, variety, concentration, theological orientation, subjects covered and language to the programs being offered, and for expanding digital collections and access. This development plan is reflected in the institutional budget.
		- A strong, ongoing commitment to expanding student access to digital and online learning resources is evident.
		- Library facilities and equipment allow for adequate preservation, use and expansion of library holdings.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Summary numbers of library holdings and online resources
		- Library floor plan
		- List of library staff with their qualifications
		- Library (and library resource) development plan
 |

**Questions to Respond to**

1. Do the library holdings, and online resources available through the institution, clearly and adequately support the institution’s programs, levels of study, and their learning outcomes? To what extent are various curricular divisions equally well supported? Give details to support your answer.
2. What percentage of the library books, periodicals, and other materials is related to Asian contexts? What percentage is available in the primary language(s) of students?
3. What is the procedure for the selection and acquisition of new resources? What is the annual budget for their acquisition?
4. How adequate is the space available in the library for study and research purposes? Are there any issues in preserving library holdings? How are they being addressed?
5. Is the library digitally catalogued? Is the catalogue available online? If not, please explain. What backup procedures are used for library databases?
6. Give details of the number of library staff, their weekly hours and levels of training. Are these adequate?
7. Please include the library development plan (focusing on holdings) as an Appendix to the Self-Study Report. When was it prepared, who contributed to it, and to what extent is it being put into practice? Does it evidence a strong commitment to expanding student access to digital and online learning resources? If not, please explain. Are the requirements of this plan coordinated with the institution’s strategic plans and budgets?
8. Do library facilities allow for expansion? If not, are plans for expansion included in the library development plan?

*b. Non-campus based institutions and programs*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution provides or facilitates access to adequate digital and online holdings and/or facilitates students in accessing local resource centres and libraries.[[1]](#footnote-1)
		- Particular attention is paid to helping local learning groups and online class groups to become aware of the range of educational resources available to them and how these can enrich their learning experience.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Summary numbers of digital holdings and online resources
		- List of local libraries that students have access to
		- Learning resource development plan
 |

**Questions to Respond to**

1. What strategies has the institution followed to ensure that students have adequate access to digital and online resources, and local resource centers and libraries? What percentage of students have less than adequate access to these resources? What plans do you have to remedy their lack of access?
2. How does the institution help students to become aware of, and use, the range of educational resources available to them?

**A5.4 Information Management and Technology**

*a. All institutions:*

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Appropriate record-keeping is in place that includes updated contact information, student files, grades and transcripts, finances, and alumni information.
		- Back-ups of critical institutional data are made at least weekly by at least two different means, with at least one back-up being stored off-site or in the cloud. Back-up systems used are adequate to protect data from loss due to fire and other risks that could destroy the administration offices.
		- Data protection and privacy policies safeguard student details, in accordance with any local legislation and relevant international legislation
		- Information Technology (IT) and electronic instruments are employed, managed, and protected against virus, spy-ware, hacking and other risks by qualified personnel.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Sample transcripts
		- Sample copies of data held for students and alumni
		- Data protection policy
		- Privacy policies made available to students
 |

**Questions to Respond to**

1. Describe information management systems and policies as they relate to student and alumni information, including student files, grades and transcripts; and as they relate to the institution’s finances.
2. Give information about the frequency and location of back-ups, and specify which data are included in these back-ups.
3. Please include data protection and privacy policies as an Appendix to the Self-Study Report. When were these last reviewed? How is the privacy policy (concerning the use of student data) communicated to students?
4. Describe the institution’s policies and practices to guard against corruption or theft of software and data as a result of viruses, spyware, hacking or other risks.
5. In what ways has the institution collected and used information relating to students, alumni or programs?

*b. Online programs:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Steps are taken to ensure that the technical infrastructure and technologies that undergird online programs and technology enhanced learning (e.g. Learning Management System, educational app[lication]s, internet access, a dedicated server or web hosting service, cyber security) are available, functioning correctly, securely, and reliably, and are appropriate to meet the demands of the size of the institution and the number of users.
		- Qualified personnel carefully monitor and manage these technical services.
		- An appropriate, secure system for managing enrollment and course payments online is in place.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Technology guides for administrators and support staff
 |

**Questions to Respond to**

1. Describe the infrastructure and technologies used to support the institution’s online programs. How adequate are they? What plans are there for improvement? Explain the reasons for the choices made. What security considerations have been included in your decision making and how have you met those security needs?
2. List the personnel responsible for the management and maintenance of these technical services and their qualifications.
3. What system is used to manage online enrollment and course payments? How reliable has this system been? What security is provided to keep enrollment and financial transactions safe?

**A5.5 Virtual Learning Environments and Online Resources**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Institutions offering distance or online educational programs, provide virtual learning platforms (or learning management systems) and educational app(lication)s chosen after careful research, together with adequate qualified support.
		- Online learning tools are selected according to their effectiveness in helping to achieve the learning outcomes of the program. A rationale for all technological choices made can be supplied, including any learning (or content) management system adopted.
		- Online learning is supported by mechanisms and policies that provide for technical and pedagogical support to educators and students.
		- Students are provided with technical guides and instruction that explain, especially for novice users, the use of the Learning Management System (LMS) and other technologies used in online learning. Frequently asked technical questions are answered step-by-step through help videos created using screen capture technology.
		- Online students are provided with learning guides that detail the steps to follow in each course (i.e. a course syllabus) and which are designed for novice users.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Technology user guides for educators, and for students
		- Sample online learning guides for specific courses
 |

**Questions to Respond to**

1. Explain the reasons for choosing your course and learning management tools and how/where they are hosted. What pedagogical factors influenced your choices?
2. To what extent are each of your pedagogical needs met by the tools chosen, and how are you remedying any deficiencies? Explain how you integrate use of the technological tools with other aspects of your educational program.
3. What training and support are provided to educators concerning use of your educational technologies?
4. What instruction and support is available to help novice users understand and use the LMS and other relevant technologies? What student feedback has there been about their usefulness?
5. Are learning guides available for each course? What student feedback has there been about their usefulness?

**Summary concerning Educational Resources**

1. What are the strengths and areas needing improvement in your institution’s *educational resources, facilities and services* and the topics mentioned above?

2. What are your plans to implement any needed improvements?

1. **Finances and Stability**

*ATA-accredited institutions have suitable financial potential, planning, policies and procedures, fund-raising capacity and strategies to help maintain stability and to ensure sustainability for the future.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning your institution’s *finances, stability and future sustainability*?

**A6.1 Financial Planning**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution is able to provide a rationale and evidence that sufficient financial resources are available to sustain its mission.
		- In terms of financial planning, a comprehensive, Board-approved business plan matches the mission and strategic planning of the institution.
		- The institution has well-defined written procedures for the preparation, adoption, revision and control of the budget, which is annually prepared for approval by the Board. The budget shows reasonable expenditures and forward-looking investments to serve the mission of the institution.
		- Annual budgets include all salaries, including explicit line items for voluntary or non-paid personnel, to show clearly the actual cost of the institution’s operations.
		- The financial condition of the institution aims at stability of operations, investment in personnel, including adequate workloads and allowance of vacation time and research leaves.
		- Fundraising and other income sources are appropriately allocated to operational costs, contingency funds and investment.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Institutional financial business plan
		- Written financial policies
		- Audited profit and loss statements for the previous two years
		- Institutional budget for the current and previous year
 |

**Questions to Respond to**

1. Please submit as an appendix the institutional budget for the current year and the previous year, and copies of audited profit and loss statements for the previous two years. (If this information is sensitive, it may be presented on site during the evaluation visit.)
2. Outline briefly the institution’s policy and practice in relation to financial planning, including preparation and approval of annual budgets. Is there a Board-approved business plan?
3. List any pressing financial needs facing your program with respect to human, material, or program resources. What steps are being taken to address these needs?

**A6.2 Financial Policies and Procedures**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Accounting is maintained and audited at professional level by qualified personnel. Backups of financial data are made on a daily basis.
		- Procedures are in place to ensure that all spending is accounted for and appropriately authorised within budgetary provisions.
		- Similarly, all incoming funds are appropriately documented, allocated and acknowledged.
		- Financial reports include a detailed description of income and expenditures.
		- Annual auditing of institutional finances by a chartered accountant is carried out.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Audited profit and loss statements for the previous two years
		- Sample letters of thanks to individual donors
 |

**Questions to Respond to**

1. Describe the accounting and auditing procedures of the institution. Are these serving the purpose well? If not, what changes should be adopted?
2. Who audits the annual accounts and what are their qualifications? If annual accounts are not yet audited, please explain why.
3. How is financial information safeguarded?
4. Explain how you ensure that all spending is appropriately authorized and accounted for within budgetary provisions.

**A6.3 Institutional Stability**

*Educational institutions need to attain a satisfactory degree of stability before applying for accreditation and are expected to maintain this stability while accredited. A certain degree of maturity, experience, administrative continuity and a record of effective service are considered prerequisites. The following are important criteria for evaluating stability:*

* + - 1. *Adherence to the stated philosophy and objectives of the institution.*
			2. *Normally 3-5 years of continuous operation as an institution prior to accreditation.*
			3. *Experience in a given educational program to prove that it produces graduates capable of meeting demands made upon them.*
			4. *Continuity of leadership in chief administrative officers.*
			5. *A reasonably low turnover of personnel.*
			6. *Low fluctuation of enrollment from one year to another.*
			7. *A growing enrollment consistent with the needs of the church.*
			8. *Stability in financial management with a balanced fiscal budget, including a demonstrated continuity of income and expenditure over time.*
			9. *Income sources include reasonably committed and consistent support from an institution’s constituency such as denominations, local churches and individuals.*
			10. *Capacity for growth and development with its progressive leadership.*
			11. *A systematic means for continuing program renewal and improvement.*
			12. *Avoidance of partisan or personal interests in the management of the institution.*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution demonstrates adequate fulfilment of each of these criteria.
		- Where one or more of these criteria are not being met, the institution can show that it is addressing the issue, and that renewed stability is feasible in the near future.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Annual reports to stakeholders
 |

**Questions to Respond to**

1. Please assess the institution’s situation in regard to *each* of these criteria. Where a criterion has not been met, what response is the institution making?

**A6.4 Sustainability**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution shows improvement in developing local support to avoid over-dependence on foreign subsidies. Plans are in place to reduce dependence upon external funding sources.
		- Dependence on unreliable funding sources is acknowledged and plans to avoid this are being actioned.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Strategic Plan
 |

**Questions to Respond to**

1. How is the institution funded? Please present an analysis of your income by sources. Which of these are regular and assured? Which are subject to interruption? What plans exist to reduce the program’s dependency on interruptible income sources?
2. If the institution is funded by external (overseas) sources, is there any plan to be fully self-supporting?

**A6.5 Remuneration and Fee Policies**

(i) Remuneration of Personnel

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Adequate salaries and benefits are provided to enable those who receive them to give their best service to the institution and its student body.
		- Staff and educator salaries, social security, pensions and fringe benefits are reasonably comparable to the prevailing scales of similar institutions in the country, are agreed upon in writing, and reviewed regularly in relation to inflation and other factors.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Salary structures and/or scales
 |

**Questions to Respond to**

1. Please provide a summary of the salary and benefits scale for full-time and part-time educators and staff. What factors are considered in relation to salary levels, salary increases, and promotions?
How often are the salary and benefits scale reviewed?
2. Please explain the rationale for educator and staff salaries and other benefits in relation to the prevailing scales in the institution’s context.

(ii) Student Fees

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Student fees and their due dates are transparent and public and give due consideration both to the financial ability of the students and their sponsors and to the actual expenses of the institution. They are reviewed regularly.
		- Fee payments are handled according to appropriate written procedures. Any exceptions to regular procedures are specified in written agreements with students.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Fee policies
		- Fee structure
		- Sample fee payment agreement
 |

**Questions to Respond to**

1. Please describe student fees and other charges, including any changes in the past three years.
To what extent do student fees meet the actual financial needs of the institution? Are the fees appropriate in the light of the true financial capacities of the students and their sponsors?
2. Give details of the procedures and schedules for student fee payments. How are these communicated
to students?

(iii) Financial Assistance for Students

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Financial assistance to students is administered so that educational opportunities are equalized and equipping for effective ministry encouraged.
		- The institution encourages the sending church of each student to contribute to their living and study expenses.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Student financial assistance policy
		- Financial aid/scholarship application form
		- Sample letter sent to sending churches to encourage contributions
 |

**Questions to Respond to**

1. Describe the institution’s policy and practice in providing financial assistance to students. Are the policies readily available to students and interested stakeholders?
2. Does the institution encourage students’ sending churches to contribute financially to their costs?
If so, how has this been done and what has been the response?

(iv) Student Employment alongside their Study Program

*Campus-based institutions and programs:*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution is aware of its responsibility to assist financially needy students, where possible, in finding desirable employment both inside and outside the institution and to safeguard their highest interests by adequate supervision and appropriate controls. The institution thus explores available job opportunities and assigns students to work for which they are suited and which will advance rather than impede their educational progress.
		- The institution sets appropriate limits on the amount of time devoted to financial self-help. It recognizes that students who must work while studying will normally not be able to carry a full-time study load. Therefore, steps are taken to ensure that the class load of such students is reduced and their studies extended over a longer period of time.
		- The institution also considers the possibility of reasonable compulsory student duties for residential students as a way of lowering institutional expenses and reducing student fees.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Written student employment policy
 |

**Questions to Respond to**

1. Please outline the institution’s practice concerning students who take paid employment alongside their studies. Is it a common practice for students of the institution to take employment alongside their studies? How do you monitor whether study and employment workloads are reasonable and balanced?
2. What duties, if any, are required of residential students? Please explain the reasons for this, and the number of hours per week allotted to these duties.

**A6.6 Fundraising and Income Generation**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution has, or plans to establish, a fundraising department or team or officer(s) to assist the leadership.
		- The Board is active in its supervision of fundraising efforts, and Board members are encouraged to be involved in such efforts themselves.
		- Fundraising procedures are transparent and illustrate true needs. Fundraising proposals and reports are truthful, the latter marked by gratitude.
		- Income generation projects and practices are approved by the Board, carefully monitored, and run according to good business practice.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Fundraising department job descriptions
		- Board policy and/or written fundraising procedures
		- Sample recent fundraising proposals
 |

**Questions to Respond to**

1. Describe the fundraising department or team of the institution and primary fundraising methods.
What, if any, changes are needed to make this work more effective?
2. What is the role of the Board in relation to fundraising and income generation? Where is this put in writing? Who has the final responsibility for ensuring that fundraising and reporting are done with integrity, truthfulness and transparency?
3. If available (and does not compromise confidentiality\*), please submit as an appendix two recent and representative funding proposals. (\*Sensitive details could be removed, if necessary.)

**Summary concerning Finances and Stability**

1. What are the strengths and areas needing improvement in your institution’s *finances, stability and future sustainability,* and the topics mentioned above?

2. What are your plans to implement any needed improvements?

**B. RESPONDING TO THE ATA’s PROGRAM Quality Measures and Standards**

1. **Holistic Integration**

*ATA-accredited institutions have a holistic approach to theological education giving attention to learning activities relating to each aspect of the whole person in community before God, and their integration in the curriculum.*

*This manual understands* whole-life discipleship *as an integrating purpose for theological education in the service of the Church, since Jesus Christ is the head of the Church, and the source of fruitfulness in Christian ministry.*

*ATA-accredited programs foster growth as a disciple of Jesus in each of the following areas:*

1. ***Intellectual formation****, including such things as: gaining knowledge; developing in understanding; belief and doctrine; cognitive skills of analysis, evaluation and synthesis, and reflection; communication.*
2. ***Ministry skills formation*** *including such things as: the development of practical and field ministry skills, taking responsibility in areas of service including family, church, community and society, recognizing and using spiritual gifts, and developing skills of mentoring, coaching, training, communication, equipping, teamwork and problem solving.*
3. ***Spiritual, relational and personal formation****, including such things as: the development of relationship with God; the understanding and practice of spiritual disciplines; obedience to the commands of Jesus; fruit of the Spirit; love and compassion; personal commitment; servanthood; emotions and feelings; passion and motivations; attitudes and values; character, virtues; team-work and community mindset; relationship with others; relationships with family, church and society; self-awareness; personal confidence; self-esteem; personal mentoring; stewardship, including creation care; ethics and development of ethical and moral qualities.*

*It is important that ATA institutions give careful attention to the inclusion and integration of each aspect of whole-person-in-community-before-God learning.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning *holistic integration* in the curricula of your institution’s programs?

**B1.1 Holistic Integration - Whole Life Discipleship**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Acknowledging Jesus Christ as the all-sufficient source of lasting fruitfulness in Christian ministry, the institution gives first importance to a growing relationship of loving obedience to Jesus Christ, that is, whole-life discipleship.
		- With the aim of nourishing this relationship of whole-life discipleship, the institution prepares curricula that include and integrate learning activities relating to each aspect of the whole person in community before God.
		- These holistic curricula include learning activities involving each of the three areas mentioned above:
* *Intellectual formation*
* *Ministry skills formation*
* *Spiritual, relational and personal formation*
	+ - All sections of the holistic curriculum are linked to program learning outcomes and learning activities.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Faculty Handbook
		- Overall institutional training objectives
		- Overall learning outcomes for each program
		- Graduate Profile(s) for each award offered
 |

**Questions to Respond to**

1. What evidence is there that both students and educators grow in loving obedience to Jesus, in whole-life discipleship, through their participation in the training and in institutional life? Please include some illustrations of this.
2. Considering the whole curriculum and each program, what evidence is there of an appropriate integration and balance of learning outcomes and activities, relating to: (i) intellectual formation;
(ii) ministry skills formation; and (iii) spiritual, relational and personal formation?
3. To what extent is this integration and balance reflected in the graduate profile for each award program? If any one area is weak or neglected, what action is planned to promote a more holistic curriculum?
4. To what extent is the holistic balance of learning activities and outcomes reflected within individual courses offered by the institution? What actions are planned to increase the commitment to holistic curricula across all courses offered?

**B1.2 Whole-Life Discipleship in Intellectual Formation**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution includes and monitors outcomes and learning activities in their programs related to intellectual formation.
		- In addition to subject knowledge and understanding, students develop cognitive skills such as critical thinking, ability to find information and the ability to apply, evaluate, analyse and create knowledge, and to communicate the results effectively.
		- Institutions help students to develop effective research skills.
		- Students are equipped to be lifelong learners.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Graduate profiles
		- Syllabi template and sample syllabi
		- Tools provided to help students in critical reflection, critical thinking, and to engage in lifelong learning
 |

**Questions to Respond to**

1. Describe program learning outcomes in the area of intellectual formation. How are the cognitive skills of evaluation, analysis and synthesis developed? How is their development monitored?
2. How are students encouraged to reflect critically upon their personal growth as whole-life disciples of Jesus?
3. Describe the efforts made to help students grow in their communication skills for effective sharing of what they are learning. What methods and media are included in those efforts?
4. In what ways are students at various levels equipped with effective and relevant research skills?
5. In what ways are students equipped to be lifelong learners, and what tools are provided to help in this process?

**B1.3 Whole-Life Discipleship in Ministry Skills Formation**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution includes and monitors outcomes and learning activities in their programs related to ministry skills formation. These include skills required for effective ministry in relation to the aims of the program. Where appropriate particular attention is given to skills relevant to making disciples and equipping God’s people.
		- The institution provides appropriate opportunities for practical learning through activities such as field placement, work-based learning, experiential learning and reflective practice.
		- These opportunities are an integrated part of the program, and they receive credit according to the learning hours involved.
		- Practical learning assignments are varied and wide-ranging, according to the aims of the program and the calling, gifts, skills and prior experience of the learners.
		- The institution gives attention to the preparation, support, encouragement and evaluation of those who supervise practical learning assignments.
		- Program outcomes include transferable skills such as problem-solving, conflict resolution, and the ability to work in teams. (“Transferable” skills are core skills that are valuable across a wide range of situations, subjects, and settings.)
		- Program outcomes include the ability to communicate practical learning to others, and to train and equip others in practical ministries.
		- Students are equipped to contribute to church and the wider society in a variety of contexts.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Handbook
		- Graduate Profiles
		- List of field ministries available to students
		- Field ministry guidelines for students and supervisors/mentors
		- Field ministry planning and evaluation tools
 |

**Questions to Respond to**

1. Describe program learning outcomes in the area of ministry skills formation. How are these skills developed? How is their development monitored?
2. What opportunities are there for a variety of practical learning assignments according to the different callings, giftings and prior experience of students? Please include a list of possible field ministry options for students. How are learning hours measured and credits allocated for practical ministry? If credits are not yet granted to students for practical ministry, please explain the rationale for that policy. When was the matter last considered?
3. Describe how field or ministry placements are arranged and supervised.
4. What preparation, support, encouragement and feedback is given to those supervising practical learning activities? Please include any planning and evaluation tools used by mentors and supervisors with students.
5. Describe how reflection upon ministry is encouraged and developed in students. Please include copies of any tools given to students to help them do this.
6. What efforts are made, and opportunities given, toward helping students grow in teamwork?
How strongly is teamwork in ministry emphasized by the curriculum and by educators?
7. Describe the efforts made to enable students to train, equip, and mentor others in practical ministries, including communicating their practical learning effectively.
8. What feedback was evident in the Stakeholder Survey about the effectiveness of the programs in equipping students for ministry in the churches and society? What gaps in your practical training need
to be filled, and how do you plan to fill those gaps?

**B1.4 Whole-Life Discipleship in Spiritual, Relational and Personal Formation**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The importance of spiritual, relational and personal formation to all forms of Christian ministry is recognized. The significance of a person’s relationships, character and behavior, values and attitudes, passions and emotions for learning and transformation is understood.
		- The institution includes and monitors outcomes and learning activities in their programs related to spiritual, relational and personal formation.
		- Community contexts are accessible to learners where growing relationships with God, with others and with creation are modelled. In particular, contexts are available where spiritual disciplines are practiced, character development is nourished and sustained, and creation care is given practical expression.
		- Mentoring relationships are in place to support and encourage learning outcomes in these areas of whole-life discipleship.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Handbook
		- Graduate Profiles
		- Faculty Handbook
		- Mentor guidelines and evaluation tools
 |

**Questions to Respond to**

1. Describe program learning outcomes related to spiritual, relational and personal formation.
What learning activities are designed to lead to these outcomes?
2. How do you encourage and assess growth in spiritual formation, evidenced by a person’s relationship with God, relationships with others, and their character and behavior, values and attitudes, passions
and emotions?
3. Where are the community contexts accessible to students that provide for the practice of spiritual disciplines, the formation of godly character, and the practical expression of creation care? What are the strengths and weaknesses of the institution in terms of creating or making use of appropriate contexts for spiritual, relational and personal formation?
4. To what extent are local churches actively involved in these processes for your students? Describe the efforts made to encourage church participation in the spiritual, relational and personal formation of students.
5. Describe mentoring services available to students. What support and training is given to mentors?
What tools are provided for mentor evaluations of students?

**Summary concerning Holistic Integration**

1. What are the strengths and areas needing improvement in relation to the *holistic integration* of curricula in your institution’s programs and the three overlapping aspects of holistic formation and whole-life discipleship that are emphasized by the ATA?

2. What are your plans to implement any needed improvements?

1. **Program Development**

*ATA-accredited institutions design and implement approved, outcomes-based programs that provide excellent holistic training appropriate for the contexts they serve.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning the *design, development and implementation* of your institution’s programs, curricula and syllabi?

**B2.1 Program Design and Approval Processes**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution develops programs that contribute to the fulfilment of its vision and mission.
		- The institution employs a clear process for the design and approval of their programs.
		- The design of each program includes contextual analysis and stakeholder consultation, leading to learning outcomes and a graduate profile. The program’s curricular structure, level and duration, course content, and delivery approaches are designed to lead to these outcomes.
		- In choosing delivery strategies, the institution demonstrates awareness of issues such as accessibility, quality and cost. When offering the same program through diverse delivery methods, the institution ensures that uniform standards of quality are maintained.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Vision and Mission statements
		- Student prospectus for each program
		- Academic Handbook or Manual
 |

**Questions to Respond to**

1. What evidence is there that the institution’s programs are effective in contributing to its mission and vision?
2. Describe in outline how the program(s) to be evaluated were designed in the light of contextual analysis, and stakeholder consultation. Please attach any written documentation of this process, if available.
3. What factors influenced the choice of delivery strategy for the programs? If a program is delivered using multiple delivery methods, what procedures are in place to ensure uniformity of quality across those delivery methods?

**B2.2 Contextual Relevance**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Programs are contextually relevant. They are based upon careful research and analysis of contextual needs.
		- Curricular content addresses the challenges and opportunities students and graduates face in relation to the roles for which the program is designed to equip them. Delivery modes are appropriate for the intended contexts.
		- Students are prepared for the service settings and contexts they are likely to enter after graduation.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Contextual analysis and stakeholder research (where additional to the ATA Stakeholder Survey)
		- Graduate ministry statistics
 |

**Questions to Respond to**

1. When were the program(s) to be evaluated last assessed for continuing contextual relevance?
How rigorous and extensive was that assessment? Please describe it. What were the conclusions, and what changes were made as a result?
2. List the contextual challenges and opportunities facing the majority of your students and graduates. Briefly describe how your program(s) prepare students to face those contextual realities. Mention any contextual challenges or ministry opportunities that your program(s) do not yet adequately meet and your plans to address any curricular gaps.
3. What information is available concerning the ministries, occupations and service settings of students who graduated in the last five years? Please tabulate the ministry statistics for these graduates.
Are there any significant changes from past years that have implications for the continuing relevance
of the program(s) to be evaluated?

**B2.3 Program Learning Outcomes and Graduate Profiles**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Based on its vision and mission, and having researched the contextual needs, the institution designs programs that lead to clearly defined and holistic overall learning outcomes.
		- Program learning outcomes relate to each aspect of the whole person in community before God and include outcomes relating to (i) intellectual formation, (ii) ministry skills formation, and (iii) spiritual, relational and personal formation.
		- To develop these holistic learning outcomes, the institution actively seeks stakeholder definition of the knowledge, skills and attributes that students and graduates need for the ministries they are being trained for, in their contexts.
		- Corresponding to these program learning outcomes, the institution prepares a graduate profile for each program.
		- Program learning outcomes and graduate profiles are regularly reviewed, and checked for alignment with the institution’s mission and vision.
		- The program learning outcomes determine curricular structure, course learning activities and assessment. Care is taken to ensure that the combination of all courses and ministry units can reasonably be expected to lead to achievement of each of the learning outcomes in the graduate profile.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Program learning outcomes for each award offered
		- A separate Graduate Profile for each award

Academic Handbook |

**Questions to Respond to**

1. List the overall learning outcomes for each program and include each graduate profile in an appendix.
2. How adequately are each of the three formational areas mentioned in Section B1 above represented in each graduate profile? (Answer separately for each program to be evaluated.) If any aspects of whole person formation are not adequately addressed, what plans are there to remedy that, and how will your programs change to ensure achievement of the graduate profiles in those aspects?
3. When were each program’s learning outcomes and graduate profile last reviewed for alignment with the institution’s mission and vision? What were the results of that review, and what changes were made?
4. For each program, present a curricular map or table that shows how the different elements of the program are designed to lead to fulfilment of the program’s learning outcomes. Within the table,
the contribution of each course should be clear.

**B2.4 Curricula and Syllabi**

*a. All programs*

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution has a published curriculum for each program of study, including the purpose of the program, the program learning outcomes and the graduate profile, and the courses of study, with their credit allocation, duration, instructional methods and assessment criteria. This is normally part of the Academic Manual.
		- The institution uses a standard syllabus template to prescribe the parameters of course syllabi for its educators. The institution has written syllabi for all courses, which describe the learning outcomes of the course, a summary of its content, credit allocation and duration (including learning hour expectations and allocations), instructional methods, learning activities (specifying clear student requirements for any assignments and examinations) and criteria for assessment (including grading allocations).
		- Courses within the curriculum normally show clear progression and sequencing, from foundational to advanced levels.
		- Curricula and syllabi are developed in close cooperation with the teaching faculty and/or course writers who share in the ownership of the overall curriculum criteria and design.
		- The institution has developed its own quality assurance process for programs and curricula leading to internal approval and external validation.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Handbook or Manual (or written curriculum for each program)
		- Faculty Handbook
		- Standard syllabus template
		- Sample syllabi for each program *(please note that other course syllabi may be requested by the VET during the onsite visit)*
 |

**Questions to Respond to**

1. Please attach the curriculum/curricula for the program(s) to be evaluated.
2. Please attach the standard syllabus template used for course descriptions, and share in an appendix two to three sample syllabi for each program.
3. Describe the progression and sequencing of courses in the program(s) to be evaluated.
4. How are course syllabi developed? Give a description of the process of course design, showing how good educational practices are ensured.
5. What internal quality assurance processes are in place for course syllabi and who is involved in them? Give an example of their use and evaluate their effectiveness.

*b. Extension and online programs*

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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - There is a well-documented process of course development including rigorous field testing, editing and revision.
		- Special attention is paid to ensuring that all courses include tested and contextualized guides for the Group Leader, including helps to facilitate group discussion, and application and assessment of learning.
		- Online course development includes the provision of two types of student guides. There are simple, well-tested student guides that will (i) (on a per course basis) help the student progress through each step of the course, and also (ii) (on a per program basis) offer practical assistance in using the technological tools and resources employed by the program.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Written course development process
		- Template for group leader course guides
		- Template for student guides for individual courses
 |

**Questions to Respond to**

1. Describe the course development process from initial course preparation to final revision and release for regular student use. Include any written documentation that details this process.
2. Do all courses include guides for the Group Leader, including helps to facilitate group discussion, application, and assessment of learning? Summarize what is typically covered in a group leader guide. [Please prepare some sample group leader guides for the VET to peruse onsite.]
3. Do all online programs include student guides for each course, and adequate practical assistance in using technology resources (including any learning management system)? Summarize what is typically covered in these student guides, and in the technology guide. [Please prepare some sample student guides, and any technology guide for students, for the VET to peruse onsite.]

**B2.5 Credit Allocation**

*For the following, please refer also to the detailed specification of the ATA Credit Unit and the ATA’s policy on the Recognition of Prior Learning, respectively in Part I: Sections 4.1 and 4.2 of the Manual for Accreditation.*

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Institutions use credit and learning hour counting to quantify student learning outcomes, with the focus being on demonstration of achievement of learning outcomes. Credit allocations are in conformity to the ATA’s Credit Unit policy in Part I: Section 4.1 of the *Manual*.
		- The institution awards credit for all learning activities that match learning outcomes (see further Part I: Section 4.1 of the Manual).
		- Face to face instruction is understood to be only one of many possible learning activities, and not an essential requirement for credit. Credit allocation calculated on the basis of time spent in learning activities allows for any mode of program delivery.
		- Syllabi clearly show course duration, total learning hours (including a breakdown of learning hours for the various learning activities of the course) and related credit counts.
		- The school calendar balances the distribution of learning time over the academic year. When intensive or block courses are used, student learning is enhanced by including preparatory assignments before, and follow-up assignments after, the intensive module.

… /* + - The institution makes provision for carefully defined allocation of credit for prior learning, non-formal and informal learning that match program learning outcomes, in conformity to the ATA’s policy on the Recognition of Prior Learning.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Handbook
		- Sample syllabi (mentioned in B2.4)
		- School academic calendar
		- Written policy for Recognition of Prior Learning
 |

**Questions to Respond to**

1. List any learning activities leading to program learning outcomes where credit is either not awarded or not awarded in proportion to the learning hours involved (such as field education or spiritual formation activities). What are the reasons for excluding them from credit allocation or for differing credit proportionality?
2. Is learning time for the program(s) evenly distributed over the year? If not, why is this? If there are intensive or block courses, how do preparatory and follow-up assignments support student learning? Please include your school calendar as an appendix.
3. Please attach in an appendix the institution’s policies on granting credit for prior learning, non-formal and informal learning. Please give details of credits awarded in these categories to current students or recent graduates.

**B2.6 Monitoring Processes**

|  |  |
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| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution regularly monitors and reviews programs, curricular components, and courses to ensure that they are achieving their intended outcomes.
		- These monitoring and review processes form part of the internal quality assurance system of the institution. This system involves educators, students and other stakeholders with the aim of improving the effectiveness of programs.
		- Program monitoring by the institution evaluates:
* *Program content in light of the latest research, to ensure that it is up to date;*
* *How programs are responding to the needs of students, stakeholders and society;*
* *Issues of student progression, completion, and workload;*
* *Credit and learning hour allocations;*
* *Student satisfaction in areas of teaching, learning and assessment;*
* *Overall student satisfaction and expectations;*
* *The suitability of the learning environment;*
* *The effectiveness of support services.*
	+ - The institution uses the results of monitoring to make appropriate improvements, and communicates these to everyone involved.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Course and program evaluation tools
		- Student exit interview questions
 |

**Questions to Respond to**

1. Describe the institution’s internal program monitoring and review processes. Briefly state what is reviewed, how, by whom, how often, and the date of the last review. Give examples of changes to the program that have been made as a result of these processes.
2. Please provide in an appendix any tools used for the evaluation of courses and programs by students, educators and other stakeholders.

**Summary concerning Program Development**

1. What are the strengths and areas needing improvement in the *design, development and implementation* of your institution’s programs, curricula and syllabi, and in the topics mentioned above?

2. What are your plans to implement any needed improvements?

1. **Learning, Teaching and Assessment**

*ATA-accredited institutions implement good educational practice in areas of learning, teaching and assessment.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning *learning, teaching and assessment* in your institution’s programs?

**B3.1 Educational Philosophy and Andragogy**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution has a clearly-articulated educational philosophy that is grounded theologically, and in best practices for learning and teaching. This educational philosophy undergirds the institution’s curriculum design and learning and teaching strategies.
		- The entire learning community has access to and is encouraged to engage with the institution’s educational philosophy and practice. Educators both understand and subscribe to it.
		- Andragogic theory and practices determine learning and teaching strategies at appropriate levels and academic depth for each program.
		- The institution uses educational methods that promote learning with an enduring influence (deep learning), and life-long learning, and actively foster a collaborative and community approach to learning and living.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Faculty Handbook
		- Academic Manual or Handbook
 |

**Questions to Respond to**

1. What is the educational philosophy of the institution and how is it communicated to educators, students and other stakeholders?
2. How has this understanding of education shaped the institution’s curriculum design, and learning and teaching strategies? In particular, how have andragogic theory and good practice informed the institution’s learning and teaching strategies? How do you ensure that educators understand and implement ~~it~~ the educational philosophy?
3. How are students encouraged to engage with this educational philosophy?
4. In what ways are the educational methods used designed to lead to deep learning? How do they promote collaborative learning? How do they encourage life-long learning?

**B3.2 Student-Centered Learning**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Educators understand the difference between teacher-centered and student-centered learning paradigms, and incorporate the valuable insights of student-centered learning into their approach to learning and teaching. Academic leadership assists in this process.
		- The institution delivers its programs in a way that encourages students to engage in self-reflection and to be responsible, self-motivated learners. Educators provide appropriate support, in a climate of common commitment to grow as learners and disciples of Christ.
		- The institution is aware of the diversity of its students’ needs and learning styles, and as far as possible provides an appropriate range of learning activities for them.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Faculty Handbook
		- Sample Course Syllabi for each program
		- Learning styles information shared with educators and students
 |

**Questions to Respond to**

1. In what ways are the insights of a student-centered learning paradigm incorporated in the educational philosophy of the institution? How do you ensure that educators apply student-centered learning in practice?
2. How does the institution encourage students towards self-reflection, and responsibility for their own learning and growth as disciples of Christ?
3. To what extent do educators model their own ongoing commitments to learn and grow as disciples?
In practice, how do educators support students in this task?
4. For each program, what are the smallest and largest class sizes, and an average class size?
5. How does the institution discover the needs and learning styles of students? How does the institution provide an appropriate range of learning activities, both across the curriculum as a whole and within each course?

**B3.3 Course Design and Variety in Delivery**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - In line with the standards given in Section B2 (Program Development), educators design courses such that each contributes to the achievement of the graduate profile of the award program, and is aligned with the institutional mission.
		- Educators implement good practice in course design in relation to delivery strategies and to the level of the program.
		- The institution encourages creativity among its educators, who enhance learning by using a variety of instructional methods appropriate to the course aims and learning outcomes.
		- Educators recognize and use the learning and teaching potential of a range of non-classroom settings to achieve holistic program goals.
		- Appropriate consideration is given to the use of technology-enhanced learning.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Handbook
		- Faculty Handbook
		- Graduate Profile for each program
		- Sample syllabi for each program
		- Standard syllabus template

Educator guide for technology-enhanced learning (if any) |

**Questions to Respond to**

1. How do you ensure that educators link course design to the institutional mission and vision, and to the graduate profile for the program involved?
2. How does the institution encourage appropriate creativity among its educators? Give examples showing how different instructional methods are helping students to achieve learning outcomes.
3. How are non-classroom settings integrated into the total learning experience to achieve holistic program goals? How effective have these been, and how may they be improved?
4. In what ways is technology-enhanced learning supporting achievement of learning outcomes and program goals? Please share any guides given to educators to help them use technology in the learning process.

**B3.4 Course Delivery Feedback**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution regularly gathers feedback from students on course content and delivery, quality of teaching methodologies and overall design effectiveness. Student anonymity is preserved in such feedback to encourage greater honesty of response.
		- Feedback is used to improve course design and delivery.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Course evaluation forms used by students
		- Sample copies of student feedback compilation, as presented to educators
		- Annual educator appraisal form
 |

**Questions to Respond to**

1. How is student feedback relating to courses gathered? Is there a standard template for feedback?
If so, please attach this template. If not, what guidance is given to educators concerning collection
of feedback?
2. What systems are in place to ensure that feedback is used to bring about improvement in course design and delivery? Please share some recent examples where student feedback led to course design or delivery changes.
3. To what extent is course feedback used as part of an annual appraisal for educators?

**B3.5 Assessment Frameworks and Systems**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Educators design assessments for each course that are holistic, and aligned with the specific course outcomes, and the program learning outcomes and the graduate profile.
		- Educators treat all forms of assessment as formative learning activities, part of the overall learning and teaching process.
		- Educators use assessment rubrics that are simple and clear for each course and each learning activity, and apply them consistently and fairly. Students are provided with these assessment rubrics [together with a written syllabus] at the start of each course, and educators help students to understand them.
		- Where learning activities take place in partnership with the church and the community, local partners, who may include mentors, contribute to their assessment.
		- Assessment feedback contributes to students’ motivation, self-reflection and engagement in the learning process.
		- Academic or Student Handbooks inform students about regulations concerning marking criteria, submission procedures, marking procedures, penalties and possibility of resits and appeals. Regulations include consideration of mitigating circumstances and appeal procedures.
		- Assessment of the institution and its programs is regularly sought from all stakeholders
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Faculty Handbook
		- Student Handbook
		- Written assessment (or grading) policies (if not in the Faculty Handbook)
		- Sample syllabi for each program
		- Sample assessment rubrics or other tools offered to educators
 |

**Questions to Respond to**

1. How do you ensure that course assessments for each course are holistic, and aligned with specific, holistic, course outcomes? When were course assessments last evaluated according to these criteria, and what was the result? What changes still need to be made?
2. What forms of assessment are most commonly used in the institution?
How are assessments designed to be *formative* learning activities (i.e. that contribute to student formation)?
3. How are learning outcomes for ministry formation, and personal, relational and spiritual formation typically assessed? Please give some examples.
4. How does the institution evaluate assessment rubrics for simplicity and clarity, and for consistent and fair application? When was such an evaluation last carried out, and with what results?
5. How are students helped to understand assessment rubrics at the start of each course?
6. Where local partners in the church and community are involved in learning activities, how are they involved in assessment processes? What tools or training is provided to help them?
7. How and when do students receive assessment feedback? To what extent does such feedback contribute to student motivation, self-reflection and engagement in the learning process?
How often do students report that feedback received encouraged them?
8. How does assessment feedback contribute to achievement of the learning outcomes of the course and the program?
9. How are regulations concerning assignments and assessments, appeals and mitigating circumstances communicated to students? Briefly describe the appeals process available to students, and how an appeal is adjudicated.
10. Aside from the ATA Stakeholder Survey, describe the ways in which assessment of the institution as a whole, and its programs, is sought from stakeholders. Who is usually consulted, and how frequently do these assessments occur?

**Summary concerning Learning, Teaching and Assessment**

1. What are the strengths and areas needing improvement in the area of *learning, teaching and assessment* in your institution’s programs, and in the five related topics mentioned above?

2. What are your plans to implement any needed improvements?

1. **Student Admission, Progression, Recognition,
and Certification**

*ATA-accredited institutions formulate and implement suitable policies for the student ‘life cycle’ that include entrance requirements, progression, recognition, and certification.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning the *admission, progression, recognition, and certification* aspects of the student ‘life cycle’ in your programs?

**B4.1 Entrance Requirements**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Entrance requirements are clearly stated in the institution’s prospectus or equivalent document, or webpage.
		- There are well-documented and publicized application and selection/admission procedures, suitable application forms, and competent support staff to assist students in the application process.
		- Admissions procedures are implemented consistently and transparently, and are sensitive to student mobility across higher education systems.
		- The institution has clear evaluation criteria to assess the suitability of applicants for specific programs, which include academic qualifications, Christian commitment, character, and sense of calling.
		- Recommendations are required from the student’s local church leader and at least two others from, for example, teachers, employers and friends.
		- The institution supports equal opportunity for applicants with special needs or access requirements.
		- Policies for admission of transfer students and transfer of credits are in conformity with ATA policies (see Part I: Sections 4.1 *ATA* *Credit Units and Transfer of Credits* and 4.2 *The Recognition of Previous Learning* in the *Manual for Accreditation*) and are clearly documented.
		- Transfer credits from non-accredited institutions are accepted only on the basis of careful validation by the receiving institution or a period of probationary study.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Institutional or Program Prospectus
		- Entrance requirements as published on webpage (if not included in other published documents)
		- Written policy for transfer students and transfer of credits
 |

**Questions to Respond to**

1. For each of the program(s) to be evaluated, describe the institution’s entrance requirements, and application and selection policies and procedures. How are stakeholders and potential applicants able to access this information?
2. Are there any aspects of the institution’s entrance policies and practice that do not conform to the quality measures and standards mentioned above? If so, please explain.
3. Describe the policies applicable to applicants with special needs or access requirements.
4. Who is involved in the processing and approval of entrance applications (e.g. Academic Dean; selection committee)? What confidentiality and privacy provisions are implemented with respect to student application data and accompanying references?
5. Please attach the institution’s policy on admission of transfer students, and transfer of credits from both accredited and non-accredited institutions. Are these in conformity with ATA policies? If not, please explain.

**B4.2 Progression to Higher Degree Programs**

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| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Requirements for progression between qualification levels (e.g. Bachelor to Master) are transparent, clear, consistent, and publicly available. They take into consideration issues of student mobility and comparable standards in the wider academic community.
		- Where necessary, the institution provides appropriate bridging seminars or courses to ensure smooth progression.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
 |

**Questions to Respond to**

1. What are the requirements and processes for students to progress between different qualification levels? Where are these published?
2. Describe any bridging seminars or other provisions available to assist students seeking to progress to a higher award.

**B4.3 Recognition of Prior Learning**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution gives fair recognition to higher education qualifications, periods of study and prior learning, as well as to the recognition of non-formal and informal learning.
		- The ATA’s policy on the Recognition of Prior Learning (see Part I: Section 4.2 in the *Manual for Accreditation*) is being implemented by the institution, and the institution’s own version of it is publicly available.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Written policy for the Recognition of Prior Learning
 |

**Questions to Respond to**

1. Summarize the institution’s policy on the recognition of prior learning, attaching the full policy as a supporting document. Where is the policy published? How does the institution recognize and quantify non-formal and informal prior learning?
2. Are there any areas of the ATA’s policy on the Recognition of Prior Learning that are not being implemented? If so, please explain.

**B4.4 Graduation and Certification**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Graduation requirements are clearly stated in the institution’s Academic Manual or equivalent document, and/or webpage.
		- Graduation requirements demonstrate the achievement of the program’s holistic learning outcomes. Specifically, they include accomplishment of learning outcomes relating to intellectual development, development of ministry and general skills, development of godly attitudes and emotions, and development of mature relationships with God, others, self and the created order.
		- Students are informed of graduation requirements at the time of admission and no change will affect their course of study unless mutually agreed.
		- In order to avoid misunderstandings between students and the institution, periodic checks of their remaining requirements are made. Such a check is especially included in registration procedures for students entering their final year of studies. Students who may be in danger of failing to meet any graduation requirements are advised as early as possible to give them time to improve their standing.
		- Degree certification regulations are clear and applied consistently, with due consideration for student mobility within and across higher education systems.
		- Standard degree certification includes the award certificate, and an academic transcript of all courses taken, following standard criteria.
		- Essential certification data includes the student’s identity, date of completion, level of degree, qualification gained, credit value, issuing school, as well as the context, level and accreditation status of the completed program.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Program graduation requirements (if published separately)
		- Sample graduate transcripts for each program
		- Sample degree certificates for each program
 |

**Questions to Respond to**

1. What are the graduation requirements for the program(s) to be evaluated? Where are they stated?
2. Describe the correlation between the Graduate Profile and the graduation requirements for each program. How do the graduation requirements demonstrate fulfilment of holistic learning outcomes for each program?
3. Who is involved in the process of checking the fulfilment of requirements and then approving students for graduation (e.g. President, Academic Dean, Board, Educators)?
4. How does the institution keep students informed about their progress towards fulfilment of graduation requirements? How are students notified when there is a danger of failing to meet them?
5. What data is included in the institution’s degree certification (on award certificates and transcripts)?
6. How does the institution normally award degrees and diplomas? How does this practice strengthen the understanding of the whole stakeholder community about the mission and vision of the institution? How does this practice bring glory to God?

**Summary concerning Student Admission, Progression, Recognition and Certification**

1. What are the strengths and areas needing improvement in the areas of *student admission, progression, recognition and certification* in your institution’s programs?

2. What are your plans to implement any needed improvements?

1. **Qualification Nomenclature and Standards**

*ATA-accredited institutions follow internationally recognized qualification nomen­clature and credit-counting systems that are consistent with ATA specifications and standards.*

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning the *degree frameworks (nomenclature and credit-counting systems)* used for your institution’s programs?

**B5.1 Qualification Nomenclature**

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - The institution demonstrates awareness of national qualification frameworks for higher education and international systems of degree nomenclature and has adopted the system that is most suitable for its context and students.
		- Degree nomenclature takes into account issues of duration, level, nature of study and credits.
		- The institution is able to demonstrate comparability of the chosen degree nomenclature system with the ATA’s degree nomenclature. It understands that for ATA accreditation, ATA Award Specifications must be followed (for them, it is necessary to consult Section B6 [in Part I: 3] of the *Manual for Accreditation*).
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Prospectus for each program
 |

**Questions to Respond to**

1. Describe the rationale for the choices of degree nomenclature for each program. Are the institution’s award qualifications recognized by, or regarded as comparable to, secular national awards? Please explain why or why not.
2. If the nomenclature system for the institution’s program(s) to be evaluated is not the same as the ATA’s system, please demonstrate comparability between the two nomenclature systems.

**B5.2 Credits**

*For an explanation of the ATA Credit Unit and policies for credit transfer, please see Part I: Sections 4.1 and 4.2 in the Manual for Accreditation. The standards and quality measures included here relate to the ATA credit policies described there.*

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - There is a defined and published credit unit standard, implemented in conformity to the ATA’s Credit Unit policy in Part I: Section 4.1 of the *Manual*.
		- The institution demonstrates awareness of the ATA Credit Unit and other international systems of credit counting (e.g. Carnegie, ECTS, UK Credits, etc.), and defines the expected student workload through the system that is most suitable for its context and students.
		- However, if the institution uses another credit system, it must also be in conformity to the ATA’s Credit Unit system and policy (see Part I: Section 4.1 in the *Manual*), and with ATA award specifications (see Section B6 of the *Manual*).

… /* + - Where another credit system is being used the institution provides comparability tables of credit value (between ATA credits and the other system used) and academic transcripts and/or official statements using ATA credit units are available to students or other educational institutions upon request.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Credit comparability tables (if more than one credit system is used)
		- Sample graduate transcript for each credit system used, for each program
 |

**Questions to Respond to**

1. What credit system does the institution use? Please include a definition of the credit unit(s) used by the institution. Where is the credit system explained for students? [NB: If the institution does not use the ATA’s Credit Unit system, please show how the institution’s system relates to the ATA’s system, and demonstrate that the institution’s policy is in conformity with the ATA’s policy.]
2. Does the institution provide tables comparing its own Credit Unit system with other internationally used and recognized systems, including the ATA’s? If so, where are these available?

**Summary concerning Qualification Nomenclature and Standards**

1. What are the strengths and areas needing improvement concerning the *degree frameworks (nomenclature and credit-counting systems)* for your institution’s programs?

2. What are your plans to implement any needed improvements?

1. **ATA Award Specifications**

**B6. Award Program Specifications**

*ATA-accredited institutions maintain and publish thorough and detailed specifications for each of their award programs, which must be in conformity to the ATA’s award specifications for each type of program, described at length in Part I: Section 3 - B6 of the Manual for Accreditation. ATA-accredited programs also substantially meet each of the quality measures and standards included in the Questionnaire sections B1, B2, B3, B4, and B5 above.*

NB: Each part of the detailed ATA specifications in Section B6 of the *Manual for Accreditation* (see Part I: Section 3 below), in particular, Sections B6.3 (Undergraduate Studies), B6.4 (Graduate Studies) and B6.5 (Post-Graduate Studies), should be read and understood before responding to the questions below.

**Feedback from the Stakeholder and Institutional Impact Study**

 What were the significant findings of the Stakeholder Study concerning the various *award programs* of your institution and any of their respective *specifications* or other components?

|  |  |
| --- | --- |
| **Quality Measures and Standards** | **Supporting Evidence and Documentation** |
| * + - Programs accredited by the ATA conform to the ATA Award Specifications described in Part I: Section 3 - B6 of the *Manual*, in the Standards and Quality Measures of Sections B6.3 (Undergraduate Studies), B6.4 (Graduate Studies) and B6.5 (Post-Graduate Studies), and these specifications are being satisfactorily implemented by the institution.
		- Award specifications are adequately and accurately communicated to educators and students within the institution.
		- Program award specifications also remain in conformity to the Quality Measures and Standards specified for ATA-accredited Programs in Sections B1, B2, B3, B4 and B5 above.
		- Award specifications concerning educators also remain in conformity with the Quality Measures and Standards described above in Section A3.4 - Educators.
 | *Please include the following (where available) in a compilation of supporting documents:** + - Academic Manual or Handbook
		- Prospectus for each program
		- Graduate Profile for each program
 |

**Questions to Respond to**

For *each* award program that is to be accredited, *one by one*, and also for any current programs for which accreditation may be sought in the future,\* please respond to the following questions. Information may be extracted from the Academic Manual or Handbook, though additional data and explanations may be included if necessary or as requested below.

(\*Which may occur, for example, if a current program has not yet achieved any graduates.)

1. List the degree title and abbreviation as a heading, and its accreditation status (applying for renewed accreditation, new accreditation, not yet ready for accreditation).
2. Does the program conform to the ATA’s Award Specifications, as described in the Standards and Quality Measures of Sections B6.3, B6.4, and B6.5 of the *Manual*, or not? (Again, please consult Part I: Section 3 - B6 in the *Manual* before answering.)

If the program does not conform in significant aspects, please list those aspects and provide a detailed justification for your alternative specifications or award type.

1. Describe fully the degree specifications for the award program offered, with reference to the following details, even if they are not mentioned in your Academic Manual or Handbook:
2. Purpose/Objectives
3. Target group(s)
4. Graduate Profile (holistic learning outcomes expected to be achieved by graduation; can be included in an appendix if necessary)
5. Course delivery methods used, identifying the primary method(s)
6. Course offerings (please list headings, course titles, and credit allocations here, identifying compulsory and optional courses, and suggested or required course sequences; provide additional details in an Appendix, if not already found in the Academic Manual or Handbook)
7. Entrance requirements
8. Graduation requirements
	1. Total number of credit hours required (where applicable, please specify any variations that are based upon differing entrance qualifications)
	2. Typical length of program in years (and any minimum or maximum number of years, if relevant)
	3. Passing grade point average
	4. Other graduation requirements e.g. Christian character, proven ministry gifts, pastor’s recommendation, etc.
9. Educators and their qualifications (please list the names of the educators involved in delivering this program and, for each, their highest qualification, role, and teaching concentrations;
NB: do not repeat here all the information provided in Section A3.4 above).
10. Please share any other pertinent information about the program that will assist evaluators in understanding and assessing it.
11. Finally, please make sure that the Institutional Fact Sheet has been updated with program statistics (student and graduate numbers) that are current to the month before submitting the Self-Study Report.

**Summary concerning Award Program Specifications**

1. What are the strengths and areas needing improvement concerning the *award programs* of your institution and their respective specifications?
What structural changes need to be made for program improvement?

2. What are your plans to implement any needed improvements?

**C. FINAL SUMMATION**

*a. Institutional Strengths and Improvements Needed*

1. Summarize, from Sections A1 to A6, the strengths and areas needing upgrading in the institution.
2. Summarize, from Sections A1 to A6, the action plans you will activate to enhance the institutional areas needing upgrading.

*b. Program Strengths and Improvements Needed*

1. Summarize, from Sections B1 to B6, the strengths and areas needing upgrading in the programs of the institution.
2. Summarize, from Sections B1 to B6, the action plans you will activate to enhance the program areas of your institution that need upgrading.

*c. Final Reflections on the Self-Study Process*

1. State your reflections on how the Stakeholder Survey and the Self-Study Questionnaire have benefited the institution.

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**D. AdditIONAL Questions for AGST Programs**

*Please answer the following questions in essay format. Assume that the reader is not fully informed about the AGST program being reviewed.*

NB: In the previous Self-Study questions, mention of “the institution” should be interpreted as a reference to the Consortium itself, and not to the member institutions who make up the Consortium. Similarly, the AGST program is regarded as “the program” for the purposes of evaluation, even though it is offered by multiple member institutions.

1. List the member institutions of the AGST Consortium, and the President and Academic Dean for each.
2. Is the program a single-cycle program or ongoing?
3. Describe the process by which the program was approved by the Consortium.
4. Describe the administrative structure of the program.
5. Who conducts the evaluation of the program and to what extent do Consortium and program personnel participate in the evaluation process?
6. Is there a Program Committee? Describe its membership profile and decision-making practices.
7. What is being done to promote good human relations between the Program Committee and the host institution(s) of the program? How are issues resolved between the host institution(s) and the program?
8. How are issues resolved between other Consortium members and the program?

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1. These resources could include local church libraries, a local church pastor’s book resources, libraries of accessible theological colleges, local public libraries, internet resources, including public domain resources, resources made available on the institution’s website, and resources available electronically. [↑](#footnote-ref-1)