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SER Guidelines

GENERAL	
Composition	• Your SER will doubtless be based on many lists and memoranda from different sources, and it should represent the consensus of the participants as a whole. • Nevertheless, you must ensure that your SER has in its composition the coherence and balance which comes from a single authorship or from active editorship. • The composition should also reflect the benefits of several refining drafts.
Format	• The SER should be ○ typed neatly, ○ single spaced, ○ in A4 page format ○ with at least a 3 cm margin on the side of the page to be bound. • Pages should be numbered by arabic numerals throughout (including attached appendices). • As a rough rule of thumb, it would be unusual for an SER at the ***post-secondary level*** to have less than about ***75 pages***, appendices included, or more than about ***125 pages***. • An SER representing more than one academic level, for example both post-secondary and post-graduate programmes, would be proportionately longer.
Content	• Following the ACTEA Standards item by item, or in appropriate combinations of items, the SER should: ○ ***describe*** the situation, ○ ***evaluate*** it, ○ ***offer substantiating data or references***, ○ ***determine strengths and weaknesses***, and ○ ***specify what plans have been made or what actions have been taken*** to correct the weaknesses. • Such presentation must be supported throughout by clear factual data provided ○ either in the exposition, as tables and lists, ○ or in supporting documentation. • Where ACTEA Standards differ according to academic level (post-secondary, post-graduate, doctoral), describe the situation for each academic level at which you are seeking ACTEA accreditation. • The style of writing should be direct, not verbose, and the presentation should show a careful balance between the values of brevity and comprehensiveness. • Wherever appropriate, data on existing conditions at the institution should be supplied with respect to the **past 3 years**, not merely for the immediate year of the SER. • Likewise plans and projections for the future should be worked out in terms of the ***next 3 to 5 years***, not merely the coming year. *(When determining how to calculate a 'year' in your SER presentation, you are free to use either the calendar year or your academic year, whichever is more convenient, so long as you use this consistently throughout the SER.)*
Title page	• The SER should have a title page which includes the words, ○ "Self-evaluation Report of [name of institution], ○ [location], ○ in partial fulfilment of requirements for accreditation at postsecondary level [or the appropriate level(s) for your institution], ○ under the Association for Christian Theological Education in Africa, ○ [month and year of submission]." • The title page should be followed by a 'contents' page, which lists the major sections of the SER as well as the various appendices, and shows on what page each begins. • (You may also include sub-sections on the Content page if you wish, but do not offer a breakdown more detailed than this –1.,Part A.,1a., but no further.)
Dossier	• The SER may be accompanied by a separate dossier of supporting documents, if you wish. • Such documents should be those which you feel would enhance the understanding of your institution, but which are not essential for substantiating the SER presentation, especially where such documents are bulky and could not easily be accommodated in the binding of the SER. • Normally a dossier would include only already existing documents, not ones worked up especially for the dossier. • Such documents might include, for example: a history of the institution, staff and student handbooks, or various promotional materials.

	• Many institutions do not provide a dossier with their SER. If you are in doubt, then do not plan to supply one.
Documents for inspection	Below is a partial list of documents and other materials which you should normally not include in the SER, but which you should prepare for inspection by the visiting team. You will want to get them ready during the self-evaluation process. • *Minutes of meetings of the board of control* • *All administrative records* • *All financial records* • *Post-secondary academic credentials of all teaching staff* • *Updated schedule of assignments for each teaching staff member* • *List of all library books relating to Africa* • *Syllabi on file for all course subjects* • *Academic documentation for all admissions in past 3 years* • *Records of major disciplinary actions taken* • *Procedures and records on allocation of student scholarship aid*

STRUCTURE	

Major sections	**Major sections:**
	• The outline structure of the SER is to match the categories of the ACTEA Standards. Thus, the major sections of your SER will be:
	  ○ Introduction
	  ○ 1. Administration
	  ○ 2. Teaching Staff
	  ○ 3. Facilities
	  ○ 4. Educational Programme
	  ○ 5. Students
	  ○ Conclusion
	  ○ [Appendices]
	• Your SER ***should have a separate 'Section 4' for each academic level offered*** by your institution, i.e. post-secondary, post-graduate, and/or doctoral. Thus, if you wish ACTEA to assess both postsecondary and post-graduate TE programmes, you will include in your SER ***'Section 4A. Educational Programme: Post-secondary' and also 'Section 4B. Educational Programme: Post-graduate'.***

	Parts of Major sections:
	• Each of the major sections numbered 1-5 above will be divided into 3 parts (detailed explanations are given below):
	  ○ Part A: Documents
	  ○ Part B: Presentation
	  ○ Part C: Evaluation

	Sub-headings under Part B:
	• The sub-headings under 'Part B: Presentation' should then duplicate the sub-section headings of the Standards. For example, under '1. Administration' the principal subsections of Part B would be:
	  ○ 1a. Objectives
	  ○ 1b. Organisation
	  ○ 1c. Finances
	  ○ 1d. Stability
	  ○ 1e. Review
	• Preferably these sub-section headings in the SER should be centred on the page, underlined or otherwise emphasised, with a space above and below them.

	Paragraph numbering: • Within each of the sub-sections of the SER (for example, under '1c. Finances'), you will have one or more paragraphs, or even many paragraphs. • For ease of reference, these paragraphs, or groups of related paragraphs, should be numbered as sub-sub sections consecutively throughout each major section of the SER, using Arabic numerals. • This means that these numbers would run consecutively throughout the first major section on 'Administration', beginning with the number 1, and would again be consecutive throughout the second major section 'Teaching Staff', beginning again with 1. • This also means that the paragraphs under '1a. Objectives' might be numbered 1 through 4; then the paragraphs under '1b. Organisation' would be numbered 5 through perhaps 12, and so forth.

	• In implementing such an outline reference scheme, you may include several related paragraphs under one number, or each paragraph may have a separate number, according to the nature of the content.
	  ○ You may also, if you wish, provide your own title headings for these units.
	  ○ For example, the sub-sub headings under '1c. Finances' might include 'Audit' and 'Local sources.'

	Further breakdown: • If any of these sub-sub sections should need a further breakdown, you may use the numerical designations 1.1, 1.2, 1.3 for those subordinate units. Normally the outline scheme should not be evolved beyond this subordinate level.
	Introduction and conclusion: • For the first and last major sections of the SER, namely for the 'Introduction' and the 'Conclusion', you may simply use the paragraph outline scheme explained in items 2.4. and 2.5. above, using Arabic numerals.

SECTIONAL STRUCTURE	

Sectional structure	**Part A Documents**
	• Under this category you will be told certain documents, lists, reports, and similar materials relevant to your presentation for each section, which you are to make available for reference.
	• If any of these materials do not already exist, you will need to produce them, in the same style (size of paper, etc.) as for the SER itself.
	• If the materials already exist, as for example in a printed prospectus or brochure, then you should submit them in their present form.
	• [For especially bulky documents you may, with permission, include only selective portions in the SER, and/or you may reproduce this material in reduced format with two pages on a single A4 sheet.]
	• Wherever possible, lists and tables of a shorter nature should be incorporated into the body of the SER, not attached as appendices (in general those not longer than a page or two should be included in the text).
	• The 'documents' which you should consider in connection with the SER fall into 3 types:
	  ○ The ***principal materials*** essential for substantiating the SER presentation should be made available as appendices within the SER document itself. See below under 'Detailed Guidelines' for specifics concerning which documents of this type are mandatory (and some which are optional) for each section. Most institutions find it important to add other such documents to the appendices, and may do so at their discretion.
	  ○ ***Supplementary materials***, which are not essential for understanding the SER but which provide useful background or additional information about your institution, may alternatively be submitted as part of a supporting dossier (which is distributed selectively at the direction of ACTEA administration). You may find this useful especially for some bulkier materials which cannot be easily bound into the SER. Inclusion of such a dossier is optional, and is not very common.
	  ○ A third type would be the more ***extensive document collections*** at your institution which you could only expect to make available for inspection at the time of the visitation. These would include, for example, the minutes of Board meetings, academic credentials of teaching staff, and files of course syllabi. A list of such materials, which you should have on hand for inspection by the visiting team, was given earlier in this Guide.
	• Each document or list which is being submitted **as an appendix within the SER** should be assigned an appendix number, such as 'Appendix 1', 'Appendix 2'. Then under Part A of each major section of the SER you will list the appendices relevant for that section, with their number and designated description. At the same time, you will clearly label each such document in the appendix with the same number and description, and place them at the end of the SER. For example, when you are writing up Section 1. Administration, it may look something like this:
	1. ADMINISTRATION
	Part A: Documents
	Appendix 1: Institutional Objectives page 100
	Appendix 2: Governing Regulations 102
	Appendix 3: Doctrinal Statement 105
	• Then, whatever title or name actually appears on each of these documents, you must also clearly and prominently label their initial page in the appendix with the same appendix number and description used in the body of the SER. For example, if your institution has a 'Constitution' which covers its governing regulations, then on the front of this document as it appears in the appendix you will want to write prominently, 'Appendix 2: Governing Regulations'. You will do this even if the word

'Constitution' already appears as the title. (You may also reference and label dossier materials in this way, if you wish. But document collections which are to be made accessible only at the time of the visitation should not be referenced in this way in the SER.)

Part B Presentation:

- You ***must*** by some means or other address each question or direction given in the 'Guide to Self-evaluation'.
  - But your presentation should not address them in a mechanical fashion item by item as listed in the Guide.
  - Nor should you repeat the questions or directions before answering them.
  - Rather ***you should weave your responses*** together in your presentation, in a variety of ways and by various combinations, in whatever manner best suits your own presentation.
  - Then you should ***double-check that the presentation has in one way or another addressed every item***.
- Where the Standards differ according to academic level (post-secondary, post-graduate, doctoral), make sure you ***address each question*** or direction given in the Guide for each academic level at which you are seeking ACTEA accreditation.
  - Also, you should certainly expect at many points to add any comments, explanations, data, or other information not called for in the Guide which may help to present a fuller picture on the topic under consideration.
- In order to answer a question or direction, you may need only a single sentence, or you may need several short paragraphs and a table or list (or a reference to the appendix or dossier). For example, under '1b. Organisation', you might most easily present some points by means of an organisation chart, showing lines of authority and accountability. In many cases a sentence, paragraph, or table may cover several questions or directions at once. Always be to-the-point and clear. You will be respected for few words. Be sure to use complete sentences, not just a word or phrase.
- **For example**, under '1a Objectives', you might write: "The institutional objectives, given in Appendix 1 (SER p 103), were drafted by a special staff committee in 1986. They were subsequently approved at a meeting of the Board of Governors on 22 March l987 (Minutes of the Board, 1987/1.13). They appear in published form in our Prospectus (Appendix 2, SER p 106)."
- It is important for you to note that ***a few of the ACTEA Standards are not obligatory***. Wherever the term '***encouraged'*** is used in a standard, it will be very much to your credit if your institution meets that standard, but your accreditation will not be adversely affected if you do not. You are obliged, however, to report in the SER on the degree to which you do or do not meet that standard.
- Also, you should note that the questions given in the Guide to Self-evaluation often involve interpretative understandings and applications of the ACTEA Standards. Normally you should take these as authoritative, but should anything in the Guide appear to conflict with the Standards, ACTEA treats the Standards as the final point of reference.
- From time to time, you will encounter uncertainties in interpreting the Standards or the Guide. All institutions find some additional explanations necessary. You should therefore expect to be in personal contact or correspondence with ACTEA on such matters on several occasions during the course of your self-evaluation process.

Part C Evaluative Summary

- Each major section of the SER should conclude with an evaluative summary. Here you should summarise those strengths and weaknesses which your presentation has identified under this section of the ACTEA Standards.
  - ***A strength*** is an aspect of your institution or its programme which ***distinctly exceeds the Standards***. A truly notable aspect of your institution or its programme which is not covered by any particular Standard may also be identified as a strength.
  - ***A weakness*** is any aspect in which your institution or its programme ***falls short of the Standards***. You should also designate as a weakness ***any prominent deficiency not covered by the Standards***.
  - Do not generate excessive lists of strengths and weaknesses. As a rough rule of thumb, if you list *less than 3 or more than 8 strengths under any one section*, you should be sure of good reasons to justify this. The same guidelines would apply for weaknesses.
- In addition, the evaluative summary should state *briefly what changes* you have made, or are making, or plan to make, in light of the weaknesses you have identified. Do not describe these changes at length; just state them in a sentence or two.
- Also be sure to *cross-reference your summary* statements here with the relevant passages of your earlier presentation in this part of the SER. Nothing about strengths or weaknesses should appear in Part C which *has not already been treated within Part B*. For example, under the section on 'teaching staff', your concluding evaluative summary might read:

	Strengths. 1. In qualifications and numbers our staff ***markedly exceed*** the ACTEA requirements (SER p 23). 2. … etc. *Weaknesses*. 1. Teaching loads have at times exceeded ACTEA standards (SER p 25, table 2). The Administrative Committee has therefore determined (Ad Com minutes 92/43) that from the beginning of the next academic term no teaching load may exceed 40 hours per week. This has also now been written into the official position description for all teaching staff (see Ap- 58 Revised 2011 Appendix 16, SER p 110). Also, no teaching loads have exceeded ACTEA requirements since the self-evaluation process was begun in May 2002 [and so forth]. • ***Where you meet a standard, but do not markedly exceed it***, *so that it is neither a weakness nor a strength, do not comment on it in your 'Evaluative Summary'.* Concentrate only on those points in which you are very good, and those in which you are not good enough. Obviously, ACTEA's administrative staff, Review Panel members and Visitation Team will be looking very closely at this part of your report to see how honest, realistic, and constructive you have been in your self-evaluation. So, give special care to it.

DETAILED GUIDELINES	
INTRODUCTION	
Introduction	**Name:** • Give the name of the institution in full.

	Location, postal address, and communications:
	• Give the location and the full postal address.
	• If you are not situated in a well-known location, keep in mind that readers in other parts of Africa may not be well acquainted with your country. In some cases, a small map may seem appropriate.
	• Also
	  ○ state principal and alternate telephone numbers (with any necessary explanations).
	  ○ list e-mail addresses,
	  ○ the institution's website (if any), and
	  ○ any fax and/or telex numbers

	Affiliation:
	• State the
	  ○ churches,
	  ○ denominations,
	  ○ missions, and/or other body,
	  ○ in Africa and overseas,
	with which you are associated or which sponsor you, with their addresses.
	• Also, where relevant, state and describe your constituency.

	Administrative head: • Give the name and administrative title of the present chief administrative officer of your institution.
	History: • Briefly summarise in a paragraph the history of the institution.

	Programme:
	• Briefly show the academic programme(s) for which you seek accreditation, by stating:
	  ○ the name of the terminal credential offered,
	  ○ the language of instruction,
	  ○ length in years of the programme,
	  ○ the academic entrance level,
	  ○ the current enrolment
	  ○ how long each such programme has been offered at your institution,
	  ○ the estimated total number of graduates from the programme altogether during its existence.
	• list any other academic programmes offered at your institution for which you are not seeking ACTEA accreditation;
	  ○ state the name of the terminal credential offered,
	  ○ the language of instruction,
	  ○ length in years of the programme,
	  ○ the academic entrance level, and
	  ○ the current enrolment.

	Library:
	• State
	  ○ the number of volumes in your library,
	  ○ the number of journal subscriptions regularly received, and
	  ○ the percentage of volumes which relate to Africa.

	Self-evaluation:
	• Briefly *describe your self-evaluation process*, including the names of
	  ○ the coordinator,
	  ○ sectional chairmen, and
	  ○ committee participants.
	• Specify the degree of involvement by board members and others (additional to administrative officers and teaching staff).
	• Also state the schedule as it actually happened.

1 ADMINISTRATION	
PART A List here, and include as appendices, the following materials	• *Institutional objectives* • *Governing regulations of the institution* • *Doctrinal statement of the institution* • *Prospectus, catalogue, or its equivalent*. If this document incorporates some of the other required documents here listed, do not include them separately but only reference them in this prospectus. For hardcopies of the SER, if the printed prospectus cannot be easily incorporated into the binding, perhaps attach it in a 'pocket' inside the back cover. • *Board Membership*. List all members of the governing board, with occupation or profession, church affiliation, nationality (for non-Africans, also state length of time in Africa), length of time on the Board, present term of membership, and basis of appointment (representing what or whom?); also indicate Board officers and how long they have held these posts. • *Administrative officers.* List administrative officers, with title of office, length of time in office, and length of time at the institution (for non-Africans, also state length of time in Africa). • *Position descriptions*. Include position descriptions for senior administrative offices and for teaching staff. • *Financial statements*. Provide financial statements for the past 3 years (condensed if you wish), covering both proposed (budgeted) and actual financial activity. Also provide copies of the auditor's reports for the past 3 years. • *Evaluative Review(s*), if any. Include any recent evaluative reports on objectives, on programme, and/or on the performance of graduates; also any evaluative reviews of the relationships among these 3 factors in your institution's intended contribution. • *Five-Year Plan*, if any. Attach any document showing five-year forward planning at your institution. • *Principal's Reports*, if any. Include your principal's reports (e.g. to the Board) for the past 3 years, if they exist.

PART B: Presentation: Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for administration, standard by standard.

1a Objectives: Standard	
The institution must have in writing a clearly defined vision statement, educational philosophy, and concise set of incisive objectives, as part of a strategic plan, approved by the appropriate governing body, all of which are suitable to the institution's perceived role and commitments to the church, and relate to the institution's programmes as a whole. These objectives should describe the academic, spiritual, character, and vocational outcomes which the theological education programmes are designed to achieve. The institution must be able to show a reasonable approximation of these objectives in the achievements of its theological education programmes. There must be evidence that teaching staff for theological education and administrative staff, involved with or having oversight for the institution's theological education programmes, are familiar with and accept these objectives, and that steps are regularly taken to acquaint students in a practical manner with these objectives and their significance.	

1a Objectives	**Documentation and approval:**
	• Does your institution have
	  ○ a clearly defined vision statement in written form?
	  ○ a clearly defined educational philosophy in written form?
	  ○ a concise set of objectives for its TE programmes clearly defined in written form?
	• Do these objectives form part of a current strategic plan available in written form?
	• What governing body has each of these documents been approved by (provide exact references)?
	• Where in your institution's printed material and/or electronic media are these documents publicly available?
	• Provide a copy of these documents in an appendix to the SER.

	Appropriateness of objectives:
	• How clearly do your institution's objectives for its TE programmes describe the
	  ○ academic,
	  ○ spiritual,
	  ○ character, and
	  ○ vocational outcomes
	  which those programmes are designed to achieve?
	• How well do they match your institution's perceived role and commitments to the church?
	• How clearly do they show the role of your institution's TE programmes in relation to any other educational programmes your institution may offer?

	Correlation between objectives & programmes:

	• Do these objectives cover all facets of your institution's TE programmes?
	• Can every major feature of your institution's current TE programmes and related activities be matched to some element of its stated objectives?
	• Show how each stated objective can be matched to some aspect of your TE programmes and activities. (In doing so you may wish to offer a chart showing the correspondence between your institution's programmes and activities and the various elements of the objectives.)
	• Do your findings as you document these correlations suggest the need for changes in
	  ○ (i) the objectives themselves,
	  ○ (ii) your institution's educational programmes or activities, and/or
	  ○ (iii) the level of attention your institution pays to these written objectives in the administration of its affairs?
	• What reformulation, refinement, condensation or expansion might these objectives need?

	Familiarity & acceptance:
	• What evidence can you provide that
	  ○ all TE teaching staff, and
	  ○ the administrative staff involved with or having oversight for your institution's TE programmes, are familiar with and accept these objectives?
	• What steps are regularly taken to acquaint your students in a practical manner with these objectives and with their significance?

1b Governance: Standard	
The governing of the institution, including the operations of the proprietors, the governing body, and the administration, must be carried out in accordance with written regulations appropriate to the nature and size of the institution. These regulations should include defined lines of authority, and position descriptions for each administrative office and for teaching and support staff. The governing body shall manifest responsible familiarity with, and oversight of the theological education programmes. The institution must evidence achievements in Africanisation of the governing body and of the senior administrative positions. Governing body members should evidence commitment to the institutional mission, and the body's membership should reflect the diversity of the student body with respect to gender and ethnicity as appropriate to the context and mission. Record-keeping procedures for all levels of administration must be adequate in scope, legibility, and provision for preservation.	

1b Governance	**Governance structure**:
	• Does a written document provide a clear authoritative frame of reference for the governance of your institution?
	• Does this document define the spheres of responsibility of
	  ○ the proprietors,
	  ○ the board of control, and
	  ○ the administration?
	• Are these governing arrangements appropriate to the size and nature of your institution?
	• Does your institution operate in accordance with this governing document?

	Governing document:
	• Evaluate your governing document in relation to the following elements commonly found in such a document:
	  ○ (i) name, purpose, and doctrinal frame of reference of your institution;
	  ○ (ii) identity of proprietors, or formal sponsorship/affiliation;
	  ○ (iii) regarding board membership and officers of board: who nominates (if applicable), who appoints, procedure for appointments and dismissals, length of term;
	  ○ (iv) frequency of board meetings, how called, quorum for meetings, responsibilities of the board (and of board officers if applicable);
	  ○ (v) regarding senior administrative posts: who nominates (if applicable), who appoints, procedure for appointments and dismissals, length of term, duties;
	  ○ (vi) provision (where applicable) for board committees, and/or for administrative or other subordinate committees which are officially involved in your institution's governance (such as a staff council);
	  ○ (vii) provision for governance of financial affairs;
	  ○ (viii) provision (where applicable) for subordinate governing documents such as bye-laws or administrative policies, including means of revision;
	  ○ (viii) provision for amendment of the principal governing document itself.

	Familiarity and oversight: • Evaluate the extent to which the governing body manifests ○ commitment to the mission of your institution and its TE programmes.

	○ responsible familiarity with the affairs of your institution and its TE programmes. • How adequately acquainted are board members with your institution, ○ with its governing documents and procedures, ○ with its problems and opportunities, ○ with its day-to-day operations and affairs particularly with respect to objectives and achievements in TE, and ○ with the administrative officers, teaching staff and students in TE programmes? • What if anything should be done to improve such familiarity? • Also evaluate the extent to which the governing body manifests responsible oversight of your institution's affairs, especially with respect to its TE programmes. • Show the dates and locations of meetings of the board over the past 3 years. • Also show the number in attendance and approximate length of each meeting. • Briefly describe the five or six most important decisions reached by the board in the past 3 years with respect to your institution's TE programmes. *Have minutes of board meetings for the past 3 years available for inspection by the ACTEA visiting team.*
	Governance process: • Evaluate how the governing process actually works at your institution using one or more recent examples of a suggestion regarding the TE programmes which moved through the stages of ○ consideration, ○ decision, ○ implementation, and ○ assessment. • Where did the suggestion originate? • Who considered it? • Who decided? • How soon and how well was it implemented? • How was that implementation monitored? • Evaluate the adequacy of the written regulations in governing these processes. • Also evaluate actual practice in comparison with written regulations. • Have any actions by proprietors, board, or administration in the recent past actually transgressed the terms of reference, or the specified functions of one of the other parties? • What can be done or has been done to prevent such tendencies?
	Africanisation: • Are a majority ○ of your institution's governing board members African? ○ of the senior administrative officers African? Show data for past 3 years. • If not, what evidence can be shown of responsible efforts towards achieving a majority of Africans in board membership and in senior administrative positions? *Note: In the Standards the word 'African' means a citizen of an African country. The purpose of this standard is to promote contextualisation of leadership with respect to the community served by your institution.*
	Diversity: • Does the membership of the governing board fully reflect the diversity of your institution's student body with respect to gender and ethnicity? • If not, what efforts are in place towards achieving such diversity in board membership, as appropriate to the context and mission of your institution?
	Documentation of staff positions: • Do written regulations define the areas of responsibility and lines of authority for ○ administrative officers, and ○ for teaching and ○ support staff in TE? • Is there a position description for ○ each senior administrative office? ○ the teaching staff?
	Record-keeping: • Are administrative procedures and arrangements adequate for the effective running of your institution's TE programmes? • Describe and evaluate existing administrative record-keeping.

	• Are the procedures for managing administrative records adequate
	  ○ in scope,
	  ○ legibility,
	  ○ accessibility, and
	  ○ in provision for protected preservation?
	Have all administrative record collections related to your institution's TE programmes ready for inspection by the ACTEA visiting team.

1c Policies: Standard	
Institutions must have written policies relating to areas such as recruitment, faculty and staff development, employee care, job security, annual leaves, human resource procedures, redundancy and dismissal procedures, procedures for grievance process and conflict resolution, inflation salary adjustments, annual performance reviews, and fees and remuneration for visiting lecturers, among institutional responsibilities. The institution must demonstrate that its policies value both teaching and non-teaching staff as the institution's principal asset wherein these policies exhibit respect and Christian love towards all staff, with regard to pertinent legal conventions. Institutions should apply fair and transparent processes for the recruitment of all staff and faculty.	

1c Policies	**Personnel policies:**
	• Does your institution have written policies relating to areas such as
	  ○ *recruitment*,
	  ○ faculty and staff *development*,
	  ○ *employee care*,
	  ○ *job security*,
	  ○ *annual leaves*,
	  ○ *human resource procedures*,
	  ○ *redundancy* and *dismissal* procedures,
	  ○ procedures for *grievance* process and *conflict resolution*,
	  ○ *inflation salary adjustments*,
	  ○ *annual performance reviews*, and
	  ○ *fees and remuneration* for visiting lecturers,
	  ○ among *institutional responsibilities*?
	• Provide a copy of these documents in an appendix to the SER, or indicate where they are readily accessible in your institution's printed material and/or electronic media.

	Value for staff:
	• To what extent does your institution value staff members, both teaching and non-teaching, as your institution's principal asset?
	• How do institutional policies demonstrate this?
	• Using one or more recent examples of personnel decisions, provide evidence that your institution's policies and their implementation exhibit
	  ○ respect and Christian love towards all staff,
	  ○ on an equitable basis, and
	  ○ in keeping with pertinent legal conventions.

	Fair & transparent recruitment: • Using several examples of recent hiring decisions, provide evidence that your Institution applies fair and transparent processes for the recruitment of staff and faculty.

1d Finances: Standard	
The financial policies, procedures, and conditions of the institution must be demonstrably sound. The institution must have and operate in accordance with a budget compliant with the strategic plan approved by the governing body. There should be an annual auditing of the financial records by a recognized external auditor. The institution must be able to demonstrate reliable sources of regular financial support. Where a theological education department or school forms one of multiple departments or schools within an institution, reliable sources of regular financial support for theological education must be demonstrated, and the means of allocating institutional resources to theological education must be indicated. More than half of the institution's annual operational expenditure related to theological education should be derived from within the continent. Where this is not yet the case, there must be in operation a realistic plan to increase locally-derived support to that level. The institution must make adequate administrative provision for publicity, public relations, and fund-raising.	
1d Finances	**Budgeting:** • Does your institution operate in accordance with an approved annual budget? • What governing body approved the current budget (provide documentation)?

	• To what extent does the current budget align with the institution's current strategic plan, in terms of spending on both general and more focused aspects of TE (give examples)? • What adjustments may be needed in budgeted spending on TE for the next several years to more closely align with the institution's strategic plan?
	Sustainability: • Can you demonstrate reliable sources of regular financial support for the TE programmes and activities of your institution? • If the TE department or school forms one of multiple departments or schools within your institution, how are institutional resources allocated to TE? • Are realistic plans in operation for developing ongoing sources of regular financial support for your institution's TE programmes (give examples)?

	Income & Expenditure:
	• With particular reference to your institution's TE programmes and related administrative departments and student services, give a condensed summary in parallel columns for each of the past 3 years of:
	  ○ (i) proposed income and expenditure (budget); and
	  ○ (ii) actual income and expenditure.
	• Use the following divisions (which you may adjust if necessary):
	  ○ Income: student fees, other income from within Africa, income from overseas
	  ○ Expenditures: staff salaries, operations, capital expenditures, other
	  ○ Totals

	Non-African staff: • State whether salaries for non-African staff not paid by your institution are included or not in these calculations. (calculate such salaries in terms of the cost to replace with an African staff member). Provide approximate US dollar equivalents for all figures.

	Income from Africa:
	• Is more than half the annual income necessary for your institution's operations related to TE derived from sources within the continent of Africa? Show data for the past 3 yrs
	  ○ Exclude from this calculation any income for capital expenses, and
	  ○ Exclude (if you wish) salaries of non-African staff which your institution does not pay.
	• If more than half of such income is not derived from within Africa, what realistic plan is in operation for increasing the figure?
	• What targets or projections can be made for the next 3 years?
	Note: Please note that scholarship funds sourced outside the continent should not be counted as coming from within the continent, even if administered by African organisations.

	Financial procedures:
	• In demonstrating that financial arrangements for TE programmes are sound, state the extent to which your institution complies with the following indicators:
	  ○ (i) a person or persons other than the chief administrative officer are responsible, under the chief administrative officer, for supervision of purchasing, collection of funds, payments, maintenance of financial records, and preparation of financial reports;
	  ○ (ii) all purchasing is approved by someone other than the person who does the purchasing;
	  ○ (iii) financial records are so maintained that a balance sheet and an income and expenditure statement (with income and expenditure broken down into their parts) can be produced at any particular time on request;
	  ○ (iv) all income and disbursement is supported by properly validated documents such as invoices, numbered receipts, vouchers, and cheques;
	  ○ (v) an annual audit is carried out by an authorised, qualified outside agency (provide documentation of audits for the past 3 years).
	Have all financial records available for inspection by the ACTEA visiting team.

	Publicity, public relations, fund-raising:
	• Describe your institution's plans and provision for publicity, public relations, and fund-raising for TE.
	• What forms of regular assessment and review are in place for these efforts?
	• To the extent results are measurable, evaluate how these efforts have contributed positively to
	  ○ (i) *enrolment numbers* over the past 3 years;
	  ○ (ii) *operating income* over the past 3 years
	  ○ (iii) *capital development* over the past 3 years
	• How might your institution's provisions for publicity, public relations, and fund-raising for TE need to be adjusted, expanded, or refocused?

1e Stability: Standard	
The institution must show a satisfactory degree of stability, manifest in such factors as continuity of governing body membership and administrative leadership, low rate of staff turnover, steady enrolment figures in theological education, and sound financial history. Theological education programmes which have not been in regular operation for at least two years (after inactivity) or for the complete programme cycle normally will not be accredited.	

1e Stability	**Leadership turnover:**
	• In recent years has there been a low rate of turnover in:
	  ○ Board membership
	  ○ Administrative officers
	  ○ Teaching staff in TE
	• Show relevant data

	Enrolment: • Do enrolment figures in TE indicate a steady pattern in recent years? Show data for the past 5 years. • If not, does the pattern indicate a measure of instability in the affairs of your institution? • What projections in these respects can be made for the future?

	Institutional finances:
	• Is your institution's recent financial history
	  ○ sound, and
	  ○ subject to best standard practice for financial management?
	• What projections in these respects can be made for the future?

	Duration: • Have the TE programmes you are submitting for ACTEA accreditation been actively and regularly in operation for at least two years or one complete programme cycle?

1f Review: Standard	
The institution must have arrangements in operation for regular critical review and adjustment of its objectives, its educational programmes, and their achievements, in their intended interrelationships. The institution must demonstrate a culture of evaluation, through both continuous and periodic formal evaluation. This periodic formal evaluation must be systematic and comprehensive, of the administration, academic programmes (including the content of individual subject courses), and non-academic aspects. All stakeholders, especially the church and the institution's graduates, should be included in the evaluation process. The institution should develop procedures for measuring the actual achievements of its theological education graduates and the impact of the programmes. The evaluation process must demonstrably result in a pattern of adjustments and improvements in response to the evaluation	

1f Review	**Regularity:**
	• Do arrangements exist at your institution for regular critical review and adjustment of
	  ○ objectives,
	  ○ educational programmes,
	  ○ and achievements, in their intended interrelationship?
	• What arrangements are in place for:
	  ○ continuous evaluation?
	  ○ periodic formal evaluation?
	• To what extent do these arrangements represent a 'culture of evaluation,' and how might that culture be further developed?

	Comprehensive Review:
	• Have any recent reviews attended adequately to:
	  ○ the specific TE programmes offered?
	  ○ the individual subject courses in the theological curriculum?
	  ○ the non-academic aspects of TE programmes?
	• Give examples of such review and of any recent changes instituted as a result.

	Stakeholder involvement: • To what extent are the various stakeholders, especially churches or other organisations or communities served by your TE programmes, and your graduates, involved in such review (give examples)? • How might this involvement be increased in the near future?

	Outcomes:
	• Have you developed procedures for measuring educational outcomes in terms of
	  ○ the actual achievements of your TE graduates?
	  ○ the impact of TE programmes on the communities you serve?

	• How have the results been used for constructive evaluation of your objectives and programme design for TE (give examples)? • How might procedures for measuring such outcomes be developed or improved in the near future?
	Planning: • Can your institution show a pattern of steady planned adjustments and improvements which have arisen from regular review of your TE programmes (give examples)? • What is the process by which review findings are incorporated into institutional planning and adjustments? • What major proposals for development of the institution, with particular regard to TE programmes and facilities, are currently under consideration in response to recent review? • What major projects have been approved? • What major unresolved questions currently face the institution?

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to administration, and outline the adjustments you have accordingly implemented or planned.	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

2 TEACHING STAFF	

PART A
List here, and include as appendices, the following materials
	Teaching staff data:
	• List the current teaching staff, showing for each
	  ○ total years of formal post-graduate academic study;
	  ○ all academic programmes completed since the end of secondary schooling, with name of institution, dates, major emphasis (if applicable), and degree(s) or other certification(s) earned;
	  ○ years of service at present institution;
	  ○ principal course subjects taught in past 3 years;
	  ○ principal additional duties or positions within the institution;
	  ○ principal additional duties or positions outside the institution (if any);
	  ○ country of origin (if non-African, state how long present in Africa);
	  ○ mark prominently whether on leave, or part-time.

PART B: Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for teaching staff, standard by standard, at each academic level at which you are seeking ACTEA accreditation (post-secondary, post-graduate, and/or doctoral).

2a Number *Post-secondary & Post-graduate:* Standard	
The teaching staff must be of sufficient number to constitute a full time team to support the theological education programmes effectively. Normally this means that there should be at least one teacher for every twenty students.	
2a Number *Post-secondary & Post-graduate*	**Full time teaching staff:** • How many full-time teaching staff are actively engaged in your institution's TE programmes? List these for the past 3 years • Is this number sufficient to support the TE programmes effectively? • If not what plans are in place to address this?

	Teacher-student ratios
	• Is there at least one teacher for every twenty students?
	  ○ Give ratio of teaching staff to students for each of the past 3 yrs
	  ○ Specify the maximum and minimum ratio during any term of the past 3 yrs.
	Note: Count two part-time teaching staff as one full-time for those calculations (or justify an alternate method of calculation).

2a Number *Doctoral:* Standard	
The teaching staff must be of sufficient number to support the programme effectively. The number of teaching staff needs to be adequate to attend to the needs of students and to the scope and sequence of the curriculum, so that the expected academic progress of the students is not hindered. In addition to any visiting and adjunct teaching staff, for each specified field of study, there must be a core of teaching staff regularly teaching or supervising on-site at the school. This core must consist of at least one full-time member of the teaching staff, or the equivalent, qualified in that field.	
2a Number *Doctoral*	**Teacher-student ratios:** • Give the ratio of teaching staff to students in each doctoral programme and specialisation for each of the past 3 yrs. • Is the number of teaching staff at your institution sufficient to support the TE programmes effectively? *Note: Count two part-time teaching staff as one full-time for those calculations (or justify an alternate method of calculation).*
	Support of students' academic progress: • At any time in the past 3 years has a shortfall in teaching staff hindered the expected academic progress of a student? • Describe the situation and any action taken by the institution to remedy this.
	Academic specialisation: • Is there at least one full-time member of the teaching staff who is qualified in that field regularly teaching or supervising on-site at your institution in each doctoral specialisation offered? • List core teaching staff by area of specialisation for the last 3 years

2b Qualifications *Post secondary:* Standard	
Teaching staff in the institution's theological education programmes must have qualifications adequate to their responsibilities. Normally this means possession of a recognized accredited academic qualification in a relevant field at least one academic level above the qualification for which the students are being prepared. At the post-secondary level this would normally mean a post-graduate degree. Teaching staff should hold experience appropriate to the subject being taught. The institution must demonstrate that teaching staff possess methodological skills to teach or that a plan for enhancement is in place where requisite pedagogical skills and experience are deficient. For all staff, especially non-African, there must be evidence of adequate orientation in the African setting, with emphasis upon the relevant regional setting(s).	
2b Qualifications *Post secondary*	**Qualifications:** • Do teaching staff have academic qualifications adequate to their responsibilities? • Do any not possess a recognised accredited post-graduate academic qualification in a relevant field? ○ List all exceptions in the past 3 years *Have available for inspection by the visiting team documentation of all post-secondary academic qualifications of all full-time, part-time and adjunct post-secondary teaching staff in the past 3 years.*

2b Qualifications *Post-graduate:* Standard	
Teaching staff in the institution's theological education programmes must have qualifications adequate to their responsibilities. Normally this means at post-graduate level the possession of a recognized accredited academic qualification in a relevant field at least one category of post-graduate study above that in which the students are being taught. Teaching staff should hold experience appropriate to the subject being taught. The institution must demonstrate that teaching staff possess methodological skills to teach or that a plan for enhancement is in place where requisite pedagogical skills and experience are deficient. At least half, and not less than three, of the teaching staff shall have earned, recognized doctorates in appropriate fields. For a Post Graduate Diploma programme the teaching staff must include at least one member with a qualifying doctorate and at least two other members with a qualifying MDiv. For all staff, especially non-African, there must be evidence of adequate orientation in the African setting, with emphasis upon the relevant regional setting(s).	

2b Qualifications
Post-graduate
	Qualifications:
	• Do teaching staff have academic qualifications adequate to their responsibilities?
	• Do any not hold a recognised accredited academic qualification in a relevant field at least one category of post-graduate study above that in which the students are being taught?
	  ○ List all exceptions in the past 3 years.
	• Do at least half, and not less than 3, of the teaching staff in your post-graduate TE programmes have earned, recognized doctorates in appropriate fields?
	  ○ List the teaching staff who hold earned, recognized doctorates in appropriate fields. (Or, if your institution offers a Post Graduate Diploma (PGD) or similar honours degree as its highest post-graduate theological programme, does the teaching staff include at least one member with a qualifying doctorate and at least two other members with a qualifying MDiv? List staff members who hold these qualifications.)
	Have available for inspection by the visiting team documentation of all post-secondary academic qualifications of all full-time, part-time and adjunct post-graduate teaching staff in the past 3 years.

2b Qualifications
Post-secondary and Post-graduate additional requirements
	Experience:
	• Do teaching staff possess experience appropriate to each subject being taught?
	  ○ How is that demonstrated or assessed?
	• Do any teaching staff not possess experience appropriate to the subject being taught?
	  ○ List all exceptions in the past 3 years.

	Teaching skills: • Do teaching staff possess sufficient methodological skills to teach? ○ How is that demonstrated or assessed (e.g., previous training, institutional assessment, student evaluation, supervisor-observed evidence of classroom skills)? • What plan for enhancement is in place where requisite pedagogical skills and experience are deficient?

	Orientation to local context:
	• Do all teaching staff, especially non-African staff, have adequate orientation in the African setting, and in particular the relevant regional setting(s)?
	  ○ How is that demonstrated or assessed?
	  ○ List all exceptions in the past 3 years.

	Summary chart: • Provide a chart listing the teaching staff in each course taught in your TE programmes in the most recently completed academic year, showing their:

	○ (i) relevant academic qualifications; ○ (ii) experience appropriate to the subject; ○ (iii) evidence of methodological skills to teach (or plan for enhancement); ○ (iv) evidence of orientation to the African and relevant regional settings.

2b Qualifications *Doctoral:* Standard	
All doctoral teaching staff must hold a post-graduate degree and an earned doctorate, both from recognized accredited institutions and in relevant fields. Doctoral teaching staff must also have a record of research and publication in relevant fields (minimally, for example, a book and/or a corpus of articles and reviews in learned journals). All doctoral teaching staff must be experienced both in teaching and in supervising independent study. *The institution's teaching staff team should have been trained in a variety of institutions and should represent a variety of scholarly viewpoints and approaches. Institutions are encouraged to make regular use in their doctoral programme of local university professors, qualified in relevant fields, and of international guest professors, academically and/or professionally distinguished in their field, as adjunct teaching staff.*	
2b Qualifications *Doctoral*	**Qualifications:** • Do all doctoral teaching staff hold a master's degree and an earned doctorate, both from recognised accredited institutions and in relevant fields? ○ List all exceptions in the past 3 years. (Exceptions must be rare and only where the teaching staff member possesses recognised expertise in the specialised field in which he or she is teaching. In the case of any exceptions, provide evidence that the teaching staff member's expertise is demonstrated by sustained critical engagement in relevant academic settings, e.g., peer-reviewed academic publications, conference presentations, professional associations, etc.) *Have available for inspection by the visiting team documentation of all post-secondary academic qualifications of all full-time, part-time and adjunct doctoral teaching staff in the past 3 years.*
	Research & Publication: • Does each member of the doctoral teaching staff have a record of research and publication in relevant fields, e.g., a book and/or a corpus of articles and reviews in learned journals? ○ Give examples of recent publications.
	Teaching & Supervisory experience: • Are all doctoral teaching staff experienced both in teaching and in supervising independent study? • How is this demonstrated or assessed? • Give examples of staff members' experience in supervising independent study previous to teaching in your doctoral programme(s). ○ List all exceptions in the past 3 years.
	Academic Diversity: • Have the teaching staff been trained in a variety of institutions? ○ Give examples. • To what extent do the doctoral teaching staff represent a variety of scholarly viewpoints and approaches? ○ Give examples. • Where there is little variety within your doctoral programmes, what specific plan do you have to develop a more diversified teaching staff? • How are visiting and adjunct faculty members expected to contribute to your doctoral programmes and the diversity of scholarly viewpoints?
	Summary chart: • Provide a chart listing all full-time, part-time and adjunct doctoral teaching staff in the past 3 years and showing their: ○ (i) area of doctoral specialisation; ○ (ii) relevant academic qualifications and institutions where earned; ○ (iii) 3-5 relevant scholarly publications; ○ (iv) previous experience in teaching and in supervising independent study.

2c Commitment: Standard
Staff members with responsibility for theological education shall evidence mature Christian character, willing acceptance of the doctrinal frame of reference of the institution, conformity to its behavioural expectations, and accord with its objectives and standards, as well as a concern to improve in personal professional skills and to keep up-to-date in, and improve intellectual

acquaintance with, their individual fields of specialisation and instruction, an active participation in the life and worship of the institution, and of a [local] church, and a visible personal interest in the students and their welfare. Expectations in this regard by the institution should be clearly communicated to and consistently held before the staff.

2c Commitment	**Doctrinal frame of reference:**
	• Do teaching staff consistently evidence willing acceptance of the doctrinal frame of reference of your institution?
	• How is this monitored for
	  ○ full-time,
	  ○ part-time and
	  ○ adjunct teaching staff?
	• Show evidence of this for all teaching staff for the past 3 years, e.g., through signed statements of faith specific to your institution.

	Christian character:
	• Do teaching staff consistently evidence:
	  ○ mature Christian character,
	  ○ conformity to your institution's behavioural expectations, and
	  ○ accord with your institution's objectives and standards?
	• How is this demonstrated or assessed?
	• How are violations to these standards of behaviour handled by the institution?

	Professional development:
	• Do teaching staff consistently evidence concern:
	  ○ to improve in personal professional skills,
	  ○ to keep up-to-date in their individual fields of specialisation and instruction, and
	  ○ to improve intellectual acquaintance with their individual fields of specialisation and instruction?
	• How is this demonstrated or assessed?

	Corporate worship:
	• Do teaching staff consistently evidence active participation in the life and worship:
	  ○ of your institution, and
	  ○ of a church (normally a local congregation)?
	• How is this demonstrated or assessed?
	• Give examples of teaching staff members' participation in the life and worship of the institution, and of their churches.

	Student engagement: • Is there a general feeling among students that the teaching staff take an active personal interest in them as individuals and in them as a community? • How is this demonstrated or assessed? • Give examples of teaching staff members' personal engagement with students individually and as a community.
	Institutional expectations: • Evaluate the degree and means by which the institution's expectations in these areas are clearly communicated to the teaching staff and consistently held before them.

2d Responsibilities *Post-secondary, Post-graduate:* Standard
Assigned responsibilities for teaching staff should be a maximum of 40 hours per week, including teaching (in person or/and online); preparation of teaching; continuous and final assessment of students; tutorials; supervision of academic work; administrative work and meetings; mentoring of students and student groups; overseeing field education; continuing professional development as required.

2d Responsibilities *Post-secondary, Post-graduate*	**Total responsibilities**
	• Do the assigned responsibilities for each member of the teaching staff total a maximum of 40 hours per week, including:
	  ○ teaching (in person or/and online);
	  ○ preparation of teaching;
	  ○ continuous and final assessment of students;
	  ○ tutorials;
	  ○ supervision of academic work;
	  ○ administrative work and meetings;
	  ○ mentoring of students and student groups;
	  ○ overseeing field education;
	  ○ continuing professional development as required?

	• How is this determined? • What procedures for regular monitoring and review of total hours of responsibilities of individual teaching staff members are in operation?

	Documentation:
	• For each full-time teaching staff member in the most recently completed academic year, provide a summary (e.g., job description)
	  ○ indicating specific assigned responsibilities such as those listed above and hours to be engaged in each.
	  ○ Also indicate total hours of assigned responsibilities.
	• Are such summaries of responsibilities given to each teaching staff member and regularly updated?

2d Responsibilities *Doctoral:* Standard	
Assigned responsibilities for teaching staff should be a maximum of 40 hours per week, including teaching (in person or/and online); preparation of teaching; continuous and final assessment of students; tutorials; supervision of academic work; administrative work and meetings; mentoring of students and student groups; overseeing field education; continuing professional development as required. Teaching and administrative loads of doctoral teaching staff shall be limited to permit adequate time for attending to the academic needs of research students and for their own research.	

2d Responsibilities *Doctoral*	**Total responsibilities:**
	• Do the assigned responsibilities for each member of the doctoral teaching staff total a maximum of 40 hours per week, including:
	  ○ teaching (in person or/and online);
	  ○ preparation of teaching;
	  ○ continuous and final assessment of students;
	  ○ tutorials;
	  ○ supervision of academic work;
	  ○ administrative work and meetings;
	  ○ mentoring of students and student groups;
	  ○ overseeing field education;
	  ○ continuing professional development as required?
	• How is this determined?
	• What procedures for regular monitoring and review of total hours of responsibilities of individual teaching staff members are in operation?

	Research & Supervision: • Do the assigned responsibilities for each member of the doctoral teaching staff permit adequate time for attending to the academic needs of research students and for staff members' own research? ○ How is this demonstrated or assessed? • What procedures for regular monitoring and review of adequate time for these activities are in operation?

	Documentation:
	• For each full-time doctoral teaching staff member in the most recently completed academic year, provide a summary (e.g., job description)
	  ○ indicating specific assigned responsibilities such as those listed above and hours to be engaged in each.
	  ○ Also indicate total hours of assigned responsibilities.
	• Are such summaries of responsibilities given to each teaching staff member and regularly updated?

2e Nationality: Standard	
African staff should constitute more than half of the total teaching staff in the institution's theological education programmes. Where this is not yet the case, the institution must have in operation a realistic plan for achieving this by a reasonably early date.	
2e Nationality	**Africanisation:** • Do Africans constitute more than half of the total teaching staff in terms of full-time equivalency? • Show data for the past 3 years; count two part-time teaching staff as one full-time for those calculations, or justify an alternate method of calculation. *Note: In the Standards the word 'African' means a citizen of an African country. The purpose of this standard is to promote contextualisation of teaching staff with respect to the community served by the institution.*

	Planning & development: • If Africans do not yet constitute more than half of the total teaching staff, does your institution have in operation a realistic plan for achieving this by a reasonably early date? • What targets or projections can be made for the next 3 years?

2f Gender & ethnicity: Standard	
Institutions should evidence diversity of teaching staff with respect to gender and ethnicity appropriate to the institution's context and mission. Where this is not yet the case, the institution must have in operation a realistic plan for achieving this by a reasonably early date.	
2f Gender & ethnicity	**Representation** • To what extent does the make-up of the teaching staff in your TE programmes reflect the diversity of the students in those programmes with respect to gender and ethnicity? • Show data for the past 3 years in comparison to gender and ethnic diversity of students.
	Planning & development • If the make-up of the teaching staff in your TE programmes does not fully reflect the diversity of your students, does your institution have in operation a realistic plan for achieving this by a reasonably early date? • What targets or projections can be made for the next 3 years? • If there are aspects of your institution's context or mission that impact gender or ethnic representation of teaching staff or efforts to achieve them, please explain. *Note: The purpose of this standard is to promote teaching staff representation with respect to the community served by the institution.*

2g Compensation & welfare: Standard	
Staff salaries and benefits should reasonably compare to prevailing scales for similar work in the local country, and should be subject to regular review in light of economic changes.	
2g Compensation & welfare	**Parity in local context** • Do the salaries, benefits, and other amenities for teaching staff compare reasonably with prevailing scales for similar work in your country or region? • Show comparative data to support your answer.
	Review • How recently have teaching staff salaries and benefits been reviewed in light of economic changes? • What procedures for regular review are in operation?

2h Development: Standard	
There should be provision for upgrading the academic qualifications and improving the teaching skills of the existing staff in theological education, by such means, for example, as study leaves for advanced work and provision of, or provision for attendance at, seminars, workshops, consultations, and the ICETE Academy. *In addition, doctoral teaching staff must demonstrate a pattern of regular scholarly and professional interaction and contribution, which is actively encouraged and facilitated by the institution.*	
2h Development	**Upgrade of academic qualifications:** • Does your institution operate a programme for upgrading the academic qualifications of full-time teaching staff? • On what basis are staff selected for further training? • On what basis are educational opportunities identified and resources allocated? • Show relevant data for the past 3 years, and • outline plans for the next 3 years.

	Professional development:
	• Do your institution's efforts in professional development of full-time teaching staff include:
	  ○ (a) arrangements for study leaves;
	  ○ (b) arrangements for sabbatical leaves;
	  ○ (c) encouragement of research and publication;
	  ○ (d) provision for attendance at relevant seminars, workshops, consultations, and access to the ICETE Academy?
	• By what additional means does your institution actively encourage and facilitate regular professional development by teaching staff?

	Development of teaching skills: • Does your institution operate a programme for full-time teaching staff, as well as part-time staff who teach primarily at your institution, directed towards improving their teaching skills? • Is there a system in operation for evaluating the effectiveness of instructional practices and skills of each teaching staff member, and for encouraging their improvement? • Show relevant data for the past 3 years, and • outline plans for the next 3 years.
	Doctoral staff engagement: • By what additional means does your institution actively encourage and facilitate regular scholarly and professional interaction and contribution by teaching staff in your doctoral TE programmes? • Summarize such activity for the past 3 years, and • outline plans for the next 3 years.

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to teaching staff, and outline the adjustments you have accordingly implemented or planned.	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

3 FACILITIES	
PART A List here, and include as appendices, the following materials	• *Layout of institution*. Provide a simple diagram of the property with locations and identification of various structures and facilities. • *Site development plans*. Include any existing site development plans. • *Library journals*. List periodicals, journals, magazines, and newspapers currently received in your library on a regular basis in hardcopy or digital (e.g. CD-ROM) form and indicate which are based on paid subscription. If your institution makes use of online periodical collections, list the vendors and collections which are currently available in your library and indicate which are based on paid subscription. • *Library plan*, if any. If available, include a concise, comprehensive library development plan for the next 3 years (or 5 years, if you wish).

PART B: Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for facilities, standard by standard, at each academic level at which you are seeking ACTEA accreditation (post-secondary, post-graduate, and/or doctoral).

3a Buildings & grounds: Standard	
The site, layout, structures, furnishings and access to information technology should be suitable for the theological programmes offered, supportive of the mission of the institution, accessible to students and staff with disabilities, and appropriate to the local context with a view to excellence. Arrangements for maintenance should be sufficient to ensure smooth operation of the facilities, and provisions for security should be suitable to the setting.	

3a Buildings & grounds	**Suitability:**
	• Are the
	  ○ site,
	  ○ layout,
	  ○ structures,
	  ○ furnishings and
	  ○ access to information technology
	  of your institution, or alternative sites where TE classes are held, suitable for the programmes being offered and supportive of the mission of your institution?
	• Are they appropriate to the local context?
	• To what extent do they represent 'excellent' infrastructure in your local context?
	• Evaluate the adequacy and appropriateness of:
	  ○ the classrooms and their equipment;
	  ○ access to information technology;
	  ○ administrative offices and equipment;
	  ○ any chapel or assembly hall;
	  ○ any housing and office space for teaching staff;
	  ○ sanitary facilities;
	  ○ storage facilities.
	• In what respects are the buildings, equipment or grounds not adequate?
	• Briefly state future building and development plans.
	• Who owns the land and/or facilities used by your institution?
	• Is this a satisfactory arrangement?
	• If your institution or a related body owns the property you use, is the legal documentation entirely in order, and where is this documentation secured?

	Accessibility:
	• Are the
	  ○ site,
	  ○ layout,
	  ○ structures,
	  ○ furnishings and
	  ○ access to information technology
	  of your institution, or alternative sites where TE classes are held, accessible to students and staff with disabilities?
	• Evaluate the accessibility to the
	  ○ classrooms and their equipment;
	  ○ information technology;

	○ administrative offices and equipment; ○ any chapel or assembly hall; ○ any housing and office space for teaching staff; ○ sanitary facilities; ○ storage facilities. • In what respects are the buildings, equipment or grounds not accessible to students and staff with disabilities? • Briefly state future plans to improve such accessibility.
	Maintenance: • Are the arrangements for maintenance, including ○ staffing, ○ equipment, ○ procedures, and ○ performance, sufficient to ensure smooth operation of the facilities? • In what respects is maintenance at times not adequate? • Are grounds and buildings well kept, and do they present an adequately pleasant appearance for visitors? • Do buildings and grounds have places of long-standing decay or untidiness which residents no longer notice?
	Security: • Describe and evaluate the provisions for security in relation to the setting. • Describe any breeches of security or other security concerns over the past 3 years. • If needed, what plans are in place to improve security?

3b Library holdings *Post-secondary:* Standard	
The library holdings should be of a size and quality suitable to the theological education programmes offered, in relation to the literature available in the language of instruction. A theological library in an anglophone institution should normally contain at least 10,000 titles relevant to theological study (supplemented by holdings in allied disciplines), and in a francophone or lusophone institution at least 6,000 titles. The holdings should constitute quality, not merely quantity, without superficial or superfluous titles. The holdings should represent both breadth (e.g. in academic levels, theological orientation, and subjects covered) and concentration (e.g. in theological orientation of the institution, geographical and cultural context, and subjects of instruction). Africana should represent 8-10% total holdings. The reference collection and periodicals received should manifest a similar blend of general breadth and specific concentration. Anglophone institutions offering a degree-level theological qualification should normally maintain library subscriptions for at least 40-50 refereed journals relevant to theological study, and francophone or lusophone institutions for at least 20-30 refereed journals. *The institution should provide convenient access for students and teaching staff to online and digital resources for theological study, including appropriate training and orientation in accessing online resources. Where digital resources are readily accessed and regularly used by students the requirements for physical holdings of books may be reduced.* *Institutions offering theological education programmes in non-residential and/or distance formats, or hybrid modes, or at extension sites or satellite campuses of the institution, must demonstrate sustainable arrangements for students and teaching staff to have sufficient access to library resources at the appropriate academic level.*	
3b Library holdings *Post-secondary*	**Quantity:** • If your language of instruction is *English*, ○ do you have at least 10,000 titles, i.e., different books rather than additional copies of the same books, specifically supporting your TE programmes, either in hardcopy or in easily available digital form? ○ Are these supplemented by holdings in allied disciplines (e.g., history, philosophy, psychology, intercultural studies, leadership)? ○ Do you maintain subscriptions to at least 40-50 refereed theological journals or journals in related subjects? • If your language of instruction is *French or Portuguese*, ○ do you have at least 6,000 titles, and ○ do you maintain subscriptions to at least 20-30 refereed journals relevant to theological study? • Are these supplemented by holdings in allied disciplines in your language of instruction? Explain.

3b Library holdings *Post-graduate:* Standard	
The library holdings should be of a size and quality suitable to the theological education programmes offered, in relation to the literature available in the language of instruction. A theological library in an anglophone institution should contain at least 15,000 titles relevant to theological study (supplemented by holdings in allied disciplines), and maintain subscriptions to at least 50-60 refereed theological or scholarly journals in related subjects; a library in a francophone or lusophone institution should contain at least 10,000 titles, and maintain subscriptions to at least 30-40 refereed theological or related journals. The holdings should constitute quality not merely quantity, without superficial or superfluous titles. The holdings should represent both breadth (e.g. in academic levels, theological orientation, and subjects covered) and concentration (e.g. in theological orientation of the institution, geographical and cultural context, and subjects of instruction). Africana should represent 8-10% total holdings. The reference collection and periodicals received should manifest a similar blend of general breadth and specific concentration. The institution should provide students and teaching staff with convenient access to online and digital resources for theological study, including appropriate training and orientation in accessing online resources. Where digital resources are readily accessed and regularly used by students the requirements for physical holdings of books may be reduced. *Institutions offering theological education programmes in non-residential and/or distance formats, or hybrid modes, or at extension sites or satellite campuses of the institution, must demonstrate sustainable arrangements for students and teaching staff in such courses to have sufficient access to library resources at the appropriate academic level.*	

3b Library holdings *Post-graduate*	**Quantity:**
	• If your language of instruction is *English*,
	  ○ do you have at least 15,000 titles, i.e., different books rather than additional copies of the same books, specifically supporting your TE programmes, either in hardcopy or in easily available digital form?
	  ○ Are these supplemented by holdings in allied disciplines (e.g., history, philosophy, psychology, intercultural studies, leadership)?
	  ○ Do you maintain subscriptions to at least 50-60 refereed theological or scholarly journals in related subjects?
	• If your language of instruction is *French or Portuguese*,
	  ○ do you have at least 10,000 titles, and
	  ○ do you maintain subscriptions to at least 30-40 refereed journals relevant to theological study?
	• Are these supplemented by holdings in allied disciplines in your language of instruction? Explain.

3b Library holdings *Doctoral:* Standard	
The library holdings should be of a size and quality suitable to the academic programme of the institution, in relation to the literature available in the language of instruction. At doctoral level a library in an anglophone institution should contain at least 20,000-25,000 titles, and maintain subscriptions to at least 100-120 refereed journals; a library in a francophone or lusophone institution should contain at least 16,000-18,000 titles, and maintain subscriptions to at least 60-80 refereed journals. The holdings should constitute quality, not merely quantity, thus without superficial or superfluous titles. The holdings should represent both breadth (in academic levels, theological orientation, and subjects covered) and concentration (in theological orientation, geographical and cultural context, and subjects of instruction. *The reference collection and periodicals received should manifest a similar blend of general breadth and specific concentration. The library should contain at least 2000 volumes particular to each specified doctoral field, including a substantial portion of the major scholarly titles, reference materials, and journals (including back issue collections) in that field.* *In order to supplement their on-site holdings of books and journals, institutions are strongly encouraged to provide access to off-campus holdings for their teaching staff and students. This may be done by establishing ready access to relevant nearby libraries, maintaining aggressive inter-library loan facilities, and providing on-site internet access. Where institutions do not supplement their on-site holdings, they must substantially increase the size of their collection of books and journals in the area(s) of their specialisation.* *Requirements for physical holdings of books can be reduced through the digital holdings, if the institution demonstrates they are easily and regularly accessed by students and staff.*	

3b Library holdings *Doctoral*	**Quantity:**
	• If your language of instruction is *English*,
	  ○ do you have at least 20,000-25,000 titles, i.e., different books rather than additional copies of the same books, on theological and related subjects, either in hardcopy or in easily available digital form?
	  ○ Do you maintain subscriptions to at least 100-120 refereed journals?
	• If your language of instruction is *French or Portuguese*,
	  ○ do you have at least 16,000-18,000 titles, and
	  ○ do you maintain subscriptions to at least 60-80 refereed journals?

	Alternative satisfaction of quantity requirement:

3b Library holdings
Post-secondary, Post-graduate, and Doctoral
	• Quantity requirements for physical holdings of books and/or journals can be reduced through holdings of digital resources or titles available online, if the institution demonstrates that these are easily and regularly accessed by library users. If you include such digital or online holdings in the total quantity reported above, provide evidence that these are easily and regularly accessed by:
	  ○ students,
	  ○ teaching staff, and
	  ○ trained library personnel.
	• Requirements for holdings of books and/or journals can also be satisfied through cooperative library arrangements with other institutions, if the institution demonstrates that
	  ○ written agreements are in place for such arrangements,
	  ○ that these resources are equivalent in quantity and quality, and
	  ○ that these resources are easily and regularly accessed by library users.
	• If you include such cooperative library arrangements in the total quantity of holdings reported above, provide
	  ○ (a) copies of the written agreements that are in place for such arrangements,
	  ○ (b) evidence that these resources are equivalent in quantity and quality, and
	  ○ (c) evidence that these resources are easily and regularly accessed by students, teaching staff, and trained library personnel.

	Quality: • Overall, to what extent are the library holdings and digital resources available to your students suitable to the TE programmes offered by your institution? • Evaluate whether the quantity of the theological collection has been attained at the expense of consistent quality. • Have superficial and superfluous titles been avoided in acquisitions and eliminated from holdings? • Describe arrangements for regular weeding of the collection.
	Accessioning: • Show the total number of accessioned books in the library relevant to theological study at the end of each of the last 3 years (textbook collections for classroom or student use should not be included in this count). • Show the total number of new books relevant to theological study which were fully accessioned into the holdings during each of the past 3 years. • Describe procedures for selecting new acquisitions relevant to theological study. • State the system of classification used in the library (e.g., Dewey, Library of Congress). • Show the present spread of holdings in theology and other relevant subjects (e.g., history, philosophy, psychology, intercultural studies, leadership), by categories, using any categorising system which is judged suitable for displaying distribution of holding by subject (e.g., OT Commentaries–163; doctrine of the church–55). The break-down should not be too detailed.

	Breadth & concentration:
	• Evaluate the degree to which the theological holdings represent breadth with reference to:
	  ○ (a) academic levels (e.g. covering from routine class needs of first-year students to advanced research needs of teaching staff);
	  ○ (b) theological orientations (e.g. covering the spectrum of evangelical traditions, plus non-evangelical Protestantism, Roman Catholicism and Eastern Orthodoxy, etc.); and
	  ○ (c) subjects covered (e.g. in addition to the normal subjects of a theological library, some principal materials of the other major disciplines and fields of knowledge, with special emphasis on the social sciences and humanities).
	• Also evaluate the degree to which the holdings represent concentration with reference to:
	  ○ (a) the theological orientation of your institution,
	  ○ (b) the geographical and cultural context of your institution, and
	  ○ (c) the subjects of instruction at your institution.
	• Evaluate the degree to which the theological reference collection and periodicals manifest a similar blend of general breadth and specific concentration.

	Africana: • Describe and evaluate your library's theological and related subject holdings relating to Africa. • State the number of volumes in your collection relating to Africa, and ○ express this also as a percentage of library holdings supporting your TE programmes. • Give a numerical breakdown of Africana holdings, using any simple categorising scheme (e.g., Traditional African Religions–23; history of Zambia–42). • Describe plans for the future development of your holdings relating to Africa.

	• *Have an alphabetical list or a card file record of all books relating to Africa available for inspection by the ACTEA visiting team.* *Note: As a general rule of thumb, ACTEA expects your Africana holdings to represent at least 8-10% of your total holdings.*
	Additional collections: • Describe and evaluate any other collections and materials in the library relevant to TE, in addition to the regular book and journal holdings. • If religious and other relevant literature is produced in the local language(s), do you have a suitable collection of these materials accessible?

	Online and digital resources:
	• Describe and evaluate the arrangements your institution has in place for access by students and teaching staff to online and other digital resources for TE, and
	• evaluate the effectiveness of these arrangements.
	• Describe and evaluate the training and orientation students and teaching staff receive in accessing online resources and evaluate the effectiveness of this training:
	  ○ (a) Are students and teaching staff able to log-in to available library resources and to read online course materials?
	  ○ (b) To what extent are students and teaching staff able to find relevant online journal articles and e-books?
	  ○ (c) Are online tutorials on the use of library resources readily available to students and teaching staff?
	  ○ (d) If your institution offers TE programmes in online or other distance formats, is there a direct link from the library home page to materials for online learning and vice-versa?

	Off-site arrangements: • If your institution offers TE programmes in non-residential and/or distance or hybrid formats, or at extension sites or satellite campuses, what arrangements are in place for students and teaching staff in those courses to have appropriate and sufficient access to library resources as described above? • How satisfactory are these arrangements? • Are these resources easily and regularly accessed by students and staff? • If you depend on partnerships with other libraries for this sort of provision, do you have written agreements with such libraries? Provide copies of such agreements.

	Doctoral only: cooperative library arrangements
	• Describe and evaluate the arrangements your institution has in place to supplement on-site holdings of books and journals through access to off-campus holdings, particularly with reference to doctoral specialisations.
	• What arrangements does your institution have in place for
	  ○ (a) access to relevant nearby libraries, and
	  ○ (b) inter-library loan facilities?
	• Are written agreements in place for such arrangements? Provide copies of such agreements.
	• Provide evidence that these resources are easily and regularly accessed by doctoral students, teaching staff, and trained library personnel.

3c Library funding *Post-secondary and Post-graduate:* Standard	
Funding of the library should be adequate for efficient operation and steady growth of the holdings relevant to theological education. Normally (e.g. in the absence of economic crisis and civil violence) this should entail that an institution spend on theological library acquisitions each year a minimum of 5% of the institution's annual operational expenditure. Institutions whose theological holdings are in the lower ranges should expect to budget more.	
3c Library funding *Post-secondary and Post-graduate*	**Funding metric:** • Has funding of the library been adequate for efficient operation and steady growth of the holdings which support your TE programmes? • Does your institution spend each year on accessions to its theological collection and supporting subject areas an amount equal to at least 5% of the annual operational expenditure? (Or, in certain situations, at least 5% of the total annual operational expenditure of the school of theology within the institution, including a proportional share of institutional operational expenditures?) • Show data for the past 3 years. • If your institution's theological holdings are in the lower range in terms of quantity or quality, what plans are in place for additional spending to remediate this deficit?

	Note: For the purposes of this standard, annual spending on 'accessions' includes purchases of books, journals, digital resources, and online subscriptions, but does not include staff salaries or library infrastructure.

	Alternative satisfaction of funding requirement:
	• Requirements for spending on physical holdings can be reduced through acquisitions of an equivalent quantity and quality of digital or online holdings if the institution demonstrates that these are easily and regularly accessed by library users.
	• If cost savings from such digital or online resources served to reduce library funding for your TE programmes below 5% of your institution's operational expenditure in any of the past 3 years, provide evidence that these resources are
	  ○ (a) equivalent in quantity and quality to comparable hardcopy purchases, and
	  ○ (b) easily and regularly accessed by students, teaching staff, and trained library personnel.

3c Library funding *Doctoral*: Standard	
Institutions with doctoral programmes must spend on library acquisitions a minimum of 7.5% of the institution's annual operational expenditure, including a minimum of US$1000 a year for accessions in each specified field of study.	
3c Library funding *Doctoral*	**Funding metric:** • Has funding of the library been adequate for efficient operation and steady growth of the holdings which support the TE programmes? • Does your institution spend each year on accessions to its theological collection and supporting subject areas an amount equal to at least 7.5% of the institution's annual operational expenditure? (Or, in certain situations, at least 7.5% of the total annual operational expenditure of the school of theology within the institution, including a proportional share of institutional operational expenditures?). • Does this include a minimum of US$1000 a year for accessions in each specified field of doctoral study? • Show data for the past 3 years. *Note: For the purposes of this standard, annual spending on 'accessions' includes purchases of books, journals, digital resources, and online subscriptions, but does not include staff salaries or library infrastructure.*

	Alternative satisfaction of funding requirement:
	• Requirements for spending on physical holdings can be reduced through acquisitions of an equivalent quantity and quality of digital or online holdings if the institution demonstrates that these are easily and regularly accessed by library users.
	• If cost savings from such digital or online resources served to reduce library funding for your TE programmes below 7.5% of your institution's operational expenditure or below US$1000 a year for accessions in each specified field of doctoral study in any of the past 3 years, provide evidence that these resources are
	  ○ (a) equivalent in quantity and quality to comparable hardcopy purchases, and
	  ○ (b) easily and regularly accessed by students, teaching staff, and trained library personnel.

3d Library administration *Post-secondary, Post-graduate and Doctoral:* Standard	
The library should be administered according to standard library procedures; the staff should be sufficient in number and training, including training to support students working in different delivery modes. The institution should incorporate current information technology in the administration of the library. The facilities and procedures should be adequate for preserving the holdings against fire and other hazards, such as arising from climate and insects. There should be clear procedures to mitigate against theft; and the hours of operation should reflect a concern to make the holdings as accessible as reasonably possible for students in all programmes (including those fully employed and enrolled in block formats). *For institutions offering doctorates, the library staff should include a trained and experienced librarian, with both a recognised library qualification at post-graduate level and a recognised theological degree at bachelor's level or above.* *Institutions are required to ensure that doctoral teaching staff and doctoral students have access to computer resources, with appropriate support facilities, and the ability to use them. The library should make available separate study facilities for each doctoral student.*	
3d Library administration	**Administration and staffing:** • Is your library administered according to standard library procedures? • Is the library staff sufficient in numbers and training to support your TE programmes?

Post-secondary, Post-graduate and Doctoral	• Are library staff adequately trained to support students working in different delivery modes (e.g., online, hybrid, satellite centres, other distance learning)? • If your institution offers academic doctorates, does the library staff include a trained and experienced librarian with both a recognised library qualification at post-graduate level and a recognised theological degree at bachelor's level or above?
	Information technology: • To what extent does your institution incorporate current information technology in the administration of the library (e.g., in accessioning and cataloguing, circulation, making digital resources accessible to users, etc.)? • Evaluate the quality of such technology and its use.
	Preservation of holdings: • Are the facilities and procedures adequate for preserving the holdings against special hazards arising from climate and insects? • What procedures are in place to mitigate against theft? • Evaluate the effectiveness of such procedures.
	Accessibility and use: • Do the hours of operation reflect a concern to make the holdings as accessible as reasonably possible, including to students involved in block study programmes? • How are students and teaching staff instructed in the use of the library, and encouraged to use it? • Is there evidence that students use the library for more than merely assignments?

	Doctoral support:
	• Do doctoral teaching staff and doctoral students have access to
	  ○ computer resources,
	  ○ with appropriate support facilities, and
	  ○ training in how to use them?
	• Are separate (i.e., individual) study facilities available for each doctoral student?

	Facilities: • Evaluate the adequacy of library layout and facilities. • Is lighting adequate? • Briefly describe any forward planning for physical facilities.

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to facilities, and outline the adjustments you have accordingly implemented or planned	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

4A EDUCATIONAL PROGRAMMES – POST SECONDARY	
PART A List here, and include as appendices, the following materials	• *Curriculum*. Attach a copy of the curriculum for the academic programme(s) for which you are seeking accreditation, in printed or duplicated form [if this is included in a Prospectus or Catalogue which you have attached to the SER, refer to this material here]. The curriculum should show what course of study is required for completion of the programme, the schedule of the subject courses during the years of study, the length of each subject course (normally in class sessions per week), and a brief indication of the content of each course. Any course not taught during the past 3 years should be marked as such. • *Curriculum Review*. Provide an evaluation report of approximately 5 to 8 pages (exceptions by permission) on the content of your curriculum in relation to ACTEA Standards. This should be composed by one person. You may use an external consultant to do this if you wish. After the first draft, the document should be discussed within your administration and teaching staff, and then a final draft produced on the basis of this discussion. The report should include evaluation of your curriculum and your course syllabuses in relation to ○ the community being served, ○ the cultural context in which students will minister, and ○ the vocations intended for the students, as specified in ACTEA Standards 4(PS)b, 4(PG)b and 4(Doct)a. Include identification of the constituency which you are attempting to service and its needs. ○ In what manner and how frequently do you attempt to discern and review these needs? ○ In addition to the implications of the African cultural setting, identify any other particularities about the intended context of ministry which are relevant to curricular development (e.g. urban or rural, etc.). ○ Identify the vocations for which you are preparing your students, and show any evidence you have that they are indeed entering and performing successfully in these vocations. ○ What efforts have you made and what results obtained in measuring your achievements in terms of the performance of your graduates? • *Textbook listing*. Provide a listing of the principal textbooks in use, organised by course, and showing the author (last name only), short title, and date. • *Comparison Chart*. Construct a chart *comparing your curriculum to those of at least four or five similar post-secondary* institutions in different parts of the world. Use a simple system of classification, such as: biblical, theological, historical, practical, and general areas of study. Use approximate percentages to show the comparisons, not exact calculations. (You may wish to refer to ACTEA Tools and Studies No. 7 for an example of such comparisons.) • *Syllabus.* Include one or two samples of subject course syllabi. • *Admissions.* Provide a chart showing in abbreviated form the academic qualifications upon which *admittance of every student for the past 3 years* has been based. Provide explanation for any unfamiliar nomenclature.

PART B
Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for educational programme at post-secondary level, standard by standard.

4 (PS)a Programme integration: Standard	
The institution's theological education programmes, including non-residential programmes, programmes offered through modular or block scheduling, hybrid and/or distance programmes, should evidence a holistic approach, combining both curricular and extracurricular activities in an educational plan which embraces concern for the students' spiritual, character and vocational as well as academic development. Thus, activities such as worship, community life, work, sports, social activities, and practical Christian service, should be intentionally and manifestly shaped to further the institution's objectives for theological education. Institutions are also strongly encouraged to develop co-curricular enrichment programmes for theological education, such as lectureships, workshops, and field trips.	
4 (PS)a Programme integration	**Holistic approach:** • Do your institution's post-secondary TE programmes evidence a holistic approach, combining both curricular and extracurricular activities in an educational plan which embraces concern for the students' ○ spiritual, ○ character, and ○ vocational as well as

	○ academic development? • Describe and evaluate whether provisions for: ○ worship, ○ community life, ○ work, ○ sports, ○ social activities, ○ practical Christian service, etc., are intentionally and manifestly shaped to further your institution's objectives for TE. • Is individual student development in ○ spiritual maturity, ○ character, and ○ vocational skills specifically attended to during the course of theological study, or is this left to emerge on its own as an expected by-product of the educational programme?
	Non-residential programmes: • For any non-residential post-secondary TE programmes your institution may offer through modular or block scheduling, online, hybrid and/or other distance study, describe provisions for students' ○ spiritual, ○ character and ○ vocational development. • For example, to further spiritual formation do you arrange for students to have designated prayer partners or discipleship partners with whom they regularly communicate, or to participate in co-curricular spiritual reflection groups made up of other students or of local colleagues? • Do you, for example, ensure that students in such programmes are matched with designated staff members or local mentors for spiritual direction, character development and/or vocational guidance? • Describe any such arrangements and evaluate their effectiveness.
	Co-curricular enrichment: • Describe and evaluate your institution's provision of any co-curricular enrichment programmes designed to supplement and enliven the post-secondary TE curriculum in the past 3 years, such as lectureships, workshops, short courses, institutes, or field trips. • Also describe your plans for the future. *Note that such provision is encouraged but not mandatory.*

4 (PS)b Programme relevance: Standard
The theological education curriculum as a whole and the syllabus for each individual course subject should show that the institution has not merely borrowed these from elsewhere, nor simply allowed them to develop on an ad hoc basis, but that the institution has carefully planned the curriculum and each syllabus to meet its own particular objectives, for the specific Christian community it is serving, for the specific vocations for which the students are being prepared, and for the specific cultural context in which the students will minister. Classroom interaction and course assignments should encourage students to relate each course subject to the students' cultural, church and community contexts. Selection of learning resources should also show sensitivity to contextual relevance.

4 (PS)b Programme relevance	**Relevance of programme design:** • Does your post-secondary TE curriculum as a whole, and the syllabus for each individual course subject, show that the institution has ○ not merely borrowed these from elsewhere, ○ nor simply allowed them to develop on an ad hoc basis, but that the institution has carefully planned the curriculum and each syllabus ○ to meet its own particular objectives, ○ for the specific Christian community it is serving, ○ for the specific vocations for which the students are being prepared, and ○ for the specific cultural context in which the students will minister? • In responding to this standard, refer to the Curriculum Review report included in your SER appendices. • Comment on whether procedures are, or have been, in operation for regular review of the curriculum and course syllabi in this regard. (You may wish to cross-reference with your presentation under Standard 1f *Review*.)
	Relevance of course delivery:

	• Evaluate the extent to which classroom interaction and course assignments in your post-secondary TE programmes encourage students to relate each course subject to their
	  ○ cultural,
	  ○ church and
	  ○ community contexts.
	• Evaluate whether selections of learning resources show sensitivity to contextual relevance.

4 (PS)c Programme publication: Standard	
*The institution's current theological education programmes, with the rationale for each, **should be readily accessible** in printed and/or electronic form. The most recent syllabus for each **individual course subject** should be systematically filed for ready retrieval. An explanation of the institution's assessment system **should also be available** in printed and/or electronic form.*	
4 (PS)c Programme publication	**Programme descriptions:** • Are your current post-secondary TE programmes, and the rationale for each, readily accessible in printed and/or electronic form, e.g., in a current catalogue? • Has this been updated regularly? • Include a copy of, or an electronic link to, the most recent publication.
	Course syllabi: • Is the most recent syllabus for each individual course subject in your post-secondary TE programmes systematically filed for ready retrieval? • Have these been updated regularly? • Explain how course syllabi are maintained and updated. *Have the most recent syllabus for each course taught in the past 3 years available for viewing by the visiting team.*
	Assessment system: • Is a clear explanation of your institution's assessment system (e.g., quantitative grading scale and qualitative description of what generally constitutes 'A' or 'first class' work, 'B' or 'second class' work, etc.) available in printed and/or electronic form? • How is this made available to students and teaching staff?

4 (PS)d Curriculum balance: Standard	
The content of the theological education curriculum of the institution must be justified in relation to the mission of the institution while ensuring an adequate balance with respect to Biblical, theological, historical, practical, and general areas of study. There must also be neither significant omission nor undue overlap in the overall body of knowledge and skills being conveyed.	
4 (PS)d Curriculum balance	**Balance of subjects taught:** • Prepare a chart comparing the proportional content of Biblical, theological, historical, practical, and general areas of study in your post-secondary TE programmes with the normal spread of such subjects in post-secondary TE in Africa or your region. • (Refer to the comparison chart required in your Self-Evaluation Report. ACTEA may be able to provide comparative data if needed.)
	Contextual relevance: • Justify the spread of subject content in your post-secondary TE programmes in relation to the mission of your institution. *Note that you are not obliged to match the average, but only to persuasively justify your particular spread in relation to the average.* • If you do not vary significantly from the norm, how do you justify this in relation to Standard 4(PS)b *Programme relevance*?
	Omissions or overlap: • Evaluate whether there are significant omissions or undue overlap in the overall body of knowledge and skills being conveyed through your curriculum. • If in your judgment, in some cases there is not such an omission or overlap but there might appear to be such to the casual reviewer, offer appropriate clarifications and explanations.

4 (PS) e Educational objectives: Standard	
Institutions should develop written objectives for each theological education programme, and for each course subject within that programme, which correlate with the academic, spiritual, character, and vocational objectives of the institution as a whole and of any department or school within the institution in which the theological education programme is lodged.	
4 (PS) e Educational objectives	**Programme objectives:** • Provide here, or in an appendix, the written objectives for each post-secondary TE programme.
	Correlation: Describe and evaluate the measure to which the written objectives ○ for each post-secondary TE programme, and ○ for each course subject within that programme, correlate with the ○ academic, ○ spiritual, ○ character, and ○ vocational objectives of your institution as a whole and of any department or school within the institution in which the TE programme is lodged.
	Review: • Mention any arrangements for the regular review and adjustment of programme objectives (perhaps by cross-reference to your presentation under Standard 1f *Review*).
	Course objectives: • Do ○ objectives for each course subject, and ○ a description of how the course supports its programme objectives, appear in the course syllabus? *Have individual course syllabi available for inspection by the visiting team as under Standard 4(PS)c Programme publication.*

4 (PS) f Guided practical experience	
For theological education programmes which are focused on vocational preparation (e.g. pastoral training), institutions shall incorporate into the requirements for graduation arrangements for guided practical experience in the specific vocations in which the individual students are being prepared. Any such arrangements must include informed and experienced on-site supervision and organised monitoring of that supervision by the institution. Institutions are strongly encouraged to incorporate similar arrangements for guided practical experience into the graduation requirements of any other theological education programmes it offers, in the specific curriculum areas in which the individual students are being prepared.	
4 (PS) f Guided practical experience	**Vocational programmes:** • Are arrangements for guided practical experience, in the specific vocations in which the individual students are being prepared, an integral part of requirements for graduation from your vocational TE programmes at post-secondary level?
	Non-vocational programmes: • Are such arrangements, in the specific curriculum areas in which individual students are being prepared, available and either encouraged or required for any other post-secondary TE programmes you offer?
	Description and evaluation: • Describe and evaluate your requirements and arrangements for guided practical experience. (You may wish to offer a separate report in the appendices). • Discuss problems, expectations, and experience in this area. • ACTEA requires that any such arrangements include ○ (a) informed and experienced on-site supervision, and ○ (b) organised monitoring of that supervision by the institution, in order to qualify in meeting this standard. *Note: A full-scale internship programme, or extended field-based learning experience, would be preferred in meeting this ACTEA standard; weekend Christian ministry assignments would not normally, by themselves, sufficiently qualify.*

4 (PS) g Admission: Standard	
The institution must have selective admissions procedures which include careful attention to the Christian character and Christian vocational experience of the applicants, as well as to their academic qualifications. Christian character and vocational experience should be assessed in as close consultation as possible with the church of which the applicant is a member. *Academic requirements for admittance to the institution's degree-level programmes in theological education (e.g. BTh, BA in Theology) shall match the principal written requirements for the regular first degree university course in the local country. Minimum academic requirements for admittance to the institution's post-secondary diploma programmes in theological education (e.g. DipTh) shall normally be the completion of full secondary schooling in the local country, or the equivalent. These entrance requirements must be met before taking up the programmes, not merely before the granting of the credentials.* *Mature entry admissions, where allowed by the local country's higher education system, must be limited to bona fide cases and cannot average more than 10% of admissions to each theological education programme per year.* *Students may not transfer credits earned at post-secondary diploma- level to a post-secondary degree programme except in accordance with written regulations in the local country's higher education system.*	

4 (PS) g Admission	**Policies and Procedures:**
	• Describe the
	  ○ admissions policies,
	  ○ procedures, and
	  ○ materials (such as application forms and entrance examinations)
	for your post-secondary TE programmes.

	Selectivity: • What evidence is there that your admissions procedures are selective? • Briefly show the number of applications denied admission in each of the past 3 years, with the reason (e.g., lacking academic qualifications, etc.).

	Character and vocational assessment:
	• Describe and evaluate how your admissions procedures give careful attention both to
	  ○ (a) the Christian character and
	  ○ (b) the Christian vocational experience of the applicants,
	in addition to their academic qualifications.
	• Describe and evaluate the process by which you consult with an applicant's church in assessing the applicant's Christian character and vocational experience.

	Degree admission requirements: • State the academic requirements for admittance to each post-secondary degree programme for which you are seeking ACTEA accreditation. • Do academic admission requirements for your institution's degree-level TE programmes match the principal written requirements for the regular first degree university course in your country? • Please provide documentation of such university entrance requirements either here or in an appendix. • Also offer any explanations necessary for someone not familiar with the educational system of your country. • State the number of degree students admitted in the past 3 years who do not meet these criteria, as a percentage of total admissions.
	Diploma admission requirements: • State the academic requirements for admittance to each post-secondary diploma programme for which you are seeking ACTEA accreditation. • Do academic admission requirements for your theological diploma programmes match the principal written requirements for similar post-secondary academic or vocational programmes in your country? • If not, do you give priority in admission to students who have completed full secondary schooling in a recognised government institution or in an institution accredited by ACTEA or a similar agency? • State the number of diploma students admitted in the past 3 years who do not meet these criteria, as a percentage of total admissions.

	Mature entry:
	• Is there provision for mature entry admissions within your country's higher education system?
	• Explain your mature entry admission policy and practice in light of such arrangements in your country's higher education system.
	• Also evaluate your mature entry policy in light of the following ACTEA guidelines for *bona fide* mature entry cases:
	  ○ (a) the applicant must be of a mature age;
	  ○ (b) the applicant should have worked commendably for at least two years within a vocation relevant for the academic programme being entered;
	  ○ (c) the applicant should present strong recommendations from respected sponsoring bodies;

	○ (d) the applicant should demonstrate above average academic capacity for the course during an initial probationary period of admission. • Identify all cases of mature entry in the past 3 years, and • report on the subsequent academic performance of all such entries. • Provide a chart showing whether mature entries have averaged more than 10% of admissions to each post-secondary TE programme per year over the past 3 years.
	Diploma-degree credit transfer: • Students should not be allowed to transfer credits earned at post-secondary diploma level to a post-secondary degree programme, unless such credit transfers are explicitly permitted within the local country's higher education system. • Do you allow students to transfer credits earned at post-secondary diploma level to receive advanced standing in a post-secondary degree programme? • If so, provide evidence that your requirements for such credit transfers are in accordance with written regulations in your country's higher education system.
	Exceptions: • Referring to the chart of admissions for the past 3 years prepared for your SER appendix, state whether in that period you have ever admitted any student who did not measure up to ACTEA admission requirements for that programme. • Explain all apparent exceptions fully and carefully. • Are your entrance requirements always met before the applicant takes up the programmes? • Identify any cases in the past 3 years when students have been admitted (for example on probation) without fully meeting your entrance requirements.
	Documentation: *Have documents supporting all admissions in the past 3 years available for inspection by the ACTEA visiting team.*

4 (PS) h Graduation: Standard
The institution must demonstrate that consideration of the spiritual, character, vocational as well as the academic development of the student is an integral part of the evaluation procedures which determine the student's suitability for graduation from its theological education programmes. Graduation requirements must include satisfactory performance in a 3 or 4 year course for the degree, and a 2, 3, or 4 year course at post-secondary level for the post-secondary diploma. Programmes must meet for an average of 34-36 weeks a year, with an average of 12-14 clock hours a week in class and a normal total workload of 40-45 hours of learning activity per week (i.e., 1500-1800 hours of structured learning activity per year, including 400-500 clock hours of instruction), or the equivalent in part-time, modular or distance study. If the entrance requirements in use for the degree programme relate to a four year university course, then the degree programme should itself likewise be a four year course. Publications and credentials relating to an accredited post-secondary diploma programme must always specify whether it is a 2, 3, or 4 year programme. Institutions should frame the names of their terminal theological credentials to conform with the pattern or trend observable in their country or region. The language of instruction should normally be that in use in the local national system at the same level. Where an institution is offering both diploma and degree programmes in theological studies at the post-secondary level, these programmes must be distinct in operation, unless (i) academic entrance requirements to the diploma are equivalent to those for the degree and (ii) the rigour of classroom instruction and course requirements in shared courses are appropriate to degree-level study. Institutions should provide level descriptors for diploma and degree programmes. Institutions enrolling fewer than twenty students in a particular theological diploma or degree programme should be able to point to exceptional circumstances justifying the independent existence of that programme.

4 (PS) h Graduation	**Holistic assessment:** • Is consideration of the ○ spiritual, ○ character, and ○ vocational, as well as ○ academic, development of your post-secondary TE students an integral factor in determining their suitability for graduation? • What regular procedures are in place for monitoring this? • Have any students been delayed or denied graduation in the past 3 years in consequence of such monitoring? ○ Briefly reference all such cases.
	Length of study: • Do your post-secondary TE programmes conform in length to ACTEA requirements?

	• Do your degree programmes match in years the length of the regular first-degree course in your national educational system (i.e., either 3 or 4 years)?
	• State the total length in years of your post-secondary diploma programmes (i.e., 2, 3, or 4 years).
	• Do the lengths of your diploma and degree programmes
	  ○ Involve an average of 34-36 weeks a year,
	  ○ with an average of 12-14 clock hours a week in class and
	  ○ a normal total workload of 40-45 hours of learning activity per week?
	  ○ This should total 1500-1800 hours of structured learning activity per year,
	  ○ including 400-500 clock hours of instruction, or the equivalent in part-time, modular, online, hybrid, or distance study.
	Note: 'Structured learning activity' includes, e.g., classroom instruction, synchronous online instruction, private study, course assignments, examinations and spiritual formation activities—i.e., programme elements manifestly shaped to further the learning outcomes of the programme and which include a reflection and/or assessment component.

	Calendar and clock hours:
	• State
	  ○ the approximate opening and closing dates of your academic year,
	  ○ dates of any block course scheduling, and
	  ○ the main holiday/vacation periods.
	  ○ in minutes the standard length of class periods at your institution, and
	  ○ the average number of instructional hours per course credit or unit.
	• State the number of hours in individual study (e.g., reading, preparing assignments, participating in group projects, preparing for and taking examinations) which TE students at your institution are expected to spend in proportion to each hour of classroom instruction.
	• Describe any other structured learning activities in your institution's TE programme that contribute to the total number of hours spent in structured learning per year (e.g., guided ministry experience, chapel attendance).

	Calculation of learning hours:
	• On the basis of the above data, summarise how your institution meets the requirement that post-secondary TE students spend
	  ○ 1500-1800 hours in structured learning activity per year,
	  ○ including 400-500 clock hours of instruction,
	  and provide evidence that this has been achieved for the past 3 years.
	• Institutions offering TE by part-time, modular, online, hybrid and/or distance learning should demonstrate that an equivalent number of instructional hours and total hours in structured learning activity (including individual study) are required and monitored in such programmes.

	Diploma credentials: • For your post-secondary theological diploma programmes, do publications and credentials always specify whether it is a 2-, 3-, or 4-year diploma programme (specifically referring to the number of post-secondary years it includes if the initial stages of the programme provide secondary-level education)?
	Language of instruction: • Is the language of instruction the same as that in use in your local national system for post-secondary education? • If not, justify this in terms of your institution's context and mission.
	Nomenclature and educational levels: • Do the names of your terminal credentials conform to the pattern or trend observable in your country or region? • Provide internationally-recognisable higher education level descriptors for each of your post-secondary TE programmes.

	Programme distinctions:
	• If you offer more than one level of post-secondary TE (e.g., both the BTh and the DipTh), are these programmes distinct in operation?
	• *Note: separate diploma and degree programmes must be maintained unless*
	  ○ *(a) academic entrance requirements to the diploma are identical to those for the degree, and*
	  ○ *(b) the rigour of classroom instruction and course requirements in shared courses are appropriate to degree-level study.*
	• If this is not the case, ACTEA may allow students from both programmes to be taught in the same classes, but only if the assignment schemes are clearly distinct.

	• If you teach students from more than one level of post-secondary TE in the same classes, describe your requirements and arrangements to keep such programmes distinct.

	Enrolment figures:
	• For each of the past 3 years furnish
	  ○ (a) enrolment figures and
	  ○ (b) graduation figures for each of your post-secondary TE programmes.
	• List all cases of students in these programmes leaving the institution without completing their course over the past 3 years, with reasons or other clarification.
	• If current enrolment for any post-secondary TE programme is fewer than 20 students, you must indicate exceptional circumstances which persuasively justify the independent existence of that programme.

4 (PS) i Supplementary programmes: Standard	
The institution is encouraged to develop training programmes in Christian ministries which serve the needs of theological education students' spouses. The institution is also encouraged to provide placement counselling, alumni networks, and continuing education opportunities for its theological education graduates. Where appropriate to the local context, the institution is strongly encouraged to devote a proportion of its teaching staff's assigned hours to ministry training events in service of the church and its lay leadership or educational events for the local community (e.g. lectures, workshops, lay institute).	
4 (PS) i Supplementary programmes *Note that each of the provisions in Standard 4(PS)i is encouraged but not mandatory.*	**Spouse training opportunities:** • Describe and evaluate any Christian ministries training programmes your institution offers to serve the needs of TE students' spouses.

	Graduate services:
	• Does your institution provide its post-secondary TE graduates with
	  ○ (a) placement counselling,
	  ○ (b) organised contacts (e.g., alumni networks), and/or
	  ○ (c) continuing education opportunities?
	• Describe and evaluate.

	Church and community training events: • Does your institution devote a proportion of its theological teaching staff's assigned hours to ministry training events in service of the church and its lay leadership, or educational events for the local community (e.g., lectures, workshops, lay institute)? • Describe and evaluate.

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to your educational programme at post-secondary level and outline the adjustments you have accordingly implemented or planned.	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

4B EDUCATIONAL PROGRAMMES – POST GRADUATE	
PART A List here, and include as appendices, the following materials	• *Curriculum*. Attach a copy of the curriculum for the academic programme(s) for which you are seeking accreditation, in printed or duplicated form [if this is included in a Prospectus or Catalogue which you have attached to the SER, refer to this material here]. The curriculum should show what course of study is required for completion of the programme, the schedule of the subject courses during the years of study, the length of each subject course (normally in class sessions per week), and a brief indication of the content of each course. Any course not taught during the past 3 years should be marked as such. • *Curriculum Review*. Provide an evaluation report of approximately 5 to 8 pages (exceptions by permission) on the content of your curriculum in relation to ACTEA Standards. This should be composed by one person. You may use an external consultant to do this if you wish. After the first draft, the document should be discussed within your administration and teaching staff, and then a final draft produced on the basis of this discussion. The report should include evaluation of your curriculum and your course syllabuses in relation to ○ the community being served, ○ the cultural context in which students will minister, and ○ the vocations intended for the students, as specified in ACTEA Standards 4(PS)b, 4(PG)b and 4(Doct)a. Include identification of the constituency which you are attempting to service and its needs. ○ In what manner and how frequently do you attempt to discern and review these needs? ○ In addition to the implications of the African cultural setting, identify any other particularities about the intended context of ministry which are relevant to curricular development (e.g. urban or rural, etc.). ○ Identify the vocations for which you are preparing your students, and show any evidence you have that they are indeed entering and performing successfully in these vocations. ○ What efforts have you made and what results obtained in measuring your achievements in terms of the performance of your graduates? • *Textbook listing*. Provide a listing of the principal textbooks in use, organised by course, and showing the author (last name only), short title, and date. • *Comparison Chart*. Construct a chart *comparing your curriculum to those of at least four or five similar post-secondary* institutions in different parts of the world. Use a simple system of classification, such as: biblical, theological, historical, practical, and general areas of study. Use approximate percentages to show the comparisons, not exact calculations. (You may wish to refer to ACTEA Tools and Studies No. 7 for an example of such comparisons.) • *Syllabus.* Include one or two samples of subject course syllabi. • *Admissions.* Provide a chart showing in abbreviated form the academic qualifications upon which *admittance of every student for the past 3 years* has been based. Provide explanation for any unfamiliar nomenclature.

PART B
Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for educational programme at post-graduate level, standard by standard.

4 (PG)a Programme integration: Standard	
The institution's theological education programmes, including non-residential programmes, programmes offered through modular or block scheduling, hybrid and/or distance programmes, should evidence a holistic approach, combining both curricular and extracurricular activities in an educational plan which embraces concern for the students' spiritual, character and vocational as well as academic development. Thus, activities such as worship, community life, work, sports, social activities, practical Christian service, should be intentionally and manifestly shaped to further the institution's objectives for theological education. Institutions are also encouraged to develop co-curricular enrichment programmes for theological education, such as lectureships, workshops, and field trips.	
4 (PG)a Programme integration	**Holistic approach:** • Do your institution's post-graduate TE programmes evidence a holistic approach, combining both curricular and extracurricular activities in an educational plan which embraces concern for the students' ○ spiritual, ○ character, and ○ vocational as well as

	○ academic development? • Describe and evaluate whether provisions for ○ worship, ○ community life, ○ work, ○ sports, ○ social activities, ○ practical Christian service, etc., are intentionally and manifestly shaped to further your institution's objectives for TE. • Is individual student development in ○ spiritual maturity, ○ character, and ○ vocational skills specifically attended to during the course of theological study, or is this left to emerge on its own as an expected by-product of the educational programme?
	Non-residential programmes: • For any non-residential post-graduate TE programmes your institution may offer through modular or block scheduling, online, hybrid and/or distance study, describe provisions for students' ○ spiritual, ○ character and ○ vocational development. • For example, to further spiritual formation do you arrange for students to have designated prayer partners or discipleship partners with whom they regularly communicate, or to participate in co-curricular spiritual reflection groups made up of other students or of local colleagues? • Do you, for example, ensure that students in such programmes are matched with designated staff members or local mentors for spiritual direction, character development and/or vocational guidance? • Describe any such arrangements and evaluate their effectiveness.
	Co-curricular enrichment: • Describe and evaluate your institution's provision of any co-curricular enrichment programmes designed to supplement and enliven the post-graduate TE curriculum in the past 3 years, such as lectureships, workshops, short courses, institutes, or field trips. • Also describe your plans for the future. *Note that such provision is encouraged but not mandatory.*

4 (PG)b Programme relevance: Standard	
The theological education curriculum as a whole and the syllabus for each individual course subject should show that the institution has not merely borrowed these from elsewhere, nor simply allowed them to develop on an ad hoc basis, but that the institution has carefully planned the curriculum and each syllabus to meet its own particular objectives, for the specific Christian community it is serving, for the specific vocations for which the students are being prepared, and for the specific cultural context in which the students will minister. Classroom interaction and course assignments should encourage students to relate each course subject to the students' cultural, church and community contexts. Selection of learning resources should also show sensitivity to contextual relevance.	
4 (PG)b Programme relevance	**Relevance of programme design:** • Does your post-graduate TE curriculum as a whole, and the syllabus for each individual course subject, show that the institution has ○ not merely borrowed these from elsewhere, ○ nor simply allowed them to develop on an ad hoc basis, but that the institution has carefully planned the curriculum and each syllabus ○ to meet its own particular objectives, ○ for the specific Christian community it is serving, ○ for the specific vocations for which the students are being prepared, and ○ for the specific cultural context in which the students will minister? • In responding to this standard, refer to the Curriculum Review report included in your SER appendices. • Comment on whether procedures are, or have been, in operation for regular review of the curriculum and course syllabi in this regard. (You may wish to cross-reference with your presentation under Standard 1f *Review*.)
	Relevance of course delivery:

	• Evaluate the extent to which classroom interaction and course assignments in your post-graduate TE programmes encourage students to relate each course subject to their
	  ○ cultural,
	  ○ church and
	  ○ community contexts.
	• Evaluate whether selections of learning resources show sensitivity to contextual relevance.

4 (PG)c Programme publication: Standard	
The institution's current theological education programmes, with the rationale for each, should be readily accessible in printed and/or electronic form. The most recent syllabus for each individual course subject should be systematically filed for ready retrieval. An explanation of the institution's assessment system should also be available in printed and/or electronic form.	
4 (PG)c Programme publication	**Programme descriptions:** • Are your current post-graduate TE programmes, and the rationale for each, readily accessible in printed and/or electronic form, e.g., in a current catalogue? • Has this been updated regularly? • Include a copy of or an electronic link to the most recent publication.
	Course syllabi: • Is the most recent syllabus for each individual course subject in your post-graduate TE programmes systematically filed for ready retrieval? • Have these been updated regularly? • Explain how course syllabi are maintained and updated. *Have the most recent syllabus for each course taught in the past 3 years available for viewing by the visiting team.*
	Assessment system: • Is a clear explanation of your institution's assessment system (e.g., quantitative grading scale and qualitative description of what generally constitutes 'A' or 'first class' work, 'B' or 'second class' work, etc.) available in printed and/or electronic form? • How is this made available to students and teaching staff?

4 (PG)d Curriculum balance: Standard	
The content of the theological education curriculum of the institution must be justified in relation to the mission of the institution while ensuring an adequate balance with respect to Biblical, theological, historical, practical, and general areas of study. There must also be neither significant omission nor undue overlap in the overall body of knowledge and skills being conveyed.	
4 (PG)d Curriculum balance	**Balance of subjects taught:** • Prepare a chart comparing the proportional content of Biblical, theological, historical, practical, and general areas of study in your post-graduate TE programmes with the normal spread of such subjects in post-graduate TE in Africa or your region. • (Refer to the comparison chart required in your Self-Evaluation Report. ACTEA may be able to provide comparative data if needed.)
	Contextual relevance: • Justify the spread of subject content in your post-graduate TE programmes in relation to the mission of your institution. • *Note that you are not obliged to match the average, but only to persuasively justify your particular spread in relation to the average.* • If you do not vary significantly from the norm, how do you justify this in relation to Standard 4(PG)b *Programme relevance*?
	Omissions or overlap: • Evaluate whether there are significant omissions or undue overlap in the overall body of knowledge and skills being conveyed through your curriculum. • If in your judgment, in some cases there is not such an omission or overlap but there might appear to be such to the casual reviewer, offer appropriate clarifications and explanations.

4 (PG) e Educational objectives	
Institutions should develop written objectives for each theological education programme, and for each course subject within that programme, which correlate with the academic, spiritual, character, and vocational objectives of the institution as a whole and of any department or school within the institution in which the theological education programme is lodged.	
4 (PG) e Educational objectives	**Programme objectives:** • Provide here, or in an appendix, the written objectives for each post-graduate TE programme.

	Correlation:
	• Describe and evaluate the measure to which the written objectives for each post-graduate TE programme, and for each course subject within that programme, correlate with the
	  ○ academic,
	  ○ spiritual,
	  ○ character, and
	  ○ vocational objectives
	of your institution as a whole and of any department or school within the institution in which the TE programme is lodged.

	Review: • Mention any arrangements for the regular review and adjustment of programme objectives (perhaps by cross-reference to your presentation under Standard 1f *Review*).
	Course objectives: • Do objectives for each course subject, and a description of how the course supports its programme objectives, appear in the course syllabus? *Have individual course syllabi available for inspection by the visiting team as under Standard 4(PG)c Programme publication.*

4 (PG) f Guided practical experience: Standard	
For theological education programmes which are focused on vocational preparation (e.g. pastoral training), institutions shall incorporate into the requirements for graduation arrangements for guided practical experience in the specific vocations in which the individual students are being prepared. Any such arrangements must include informed and experienced on-site supervision and organised monitoring of that supervision by the institution. Institutions are strongly encouraged to incorporate similar arrangements for guided practical experience into the graduation requirements of any other theological education programme it offers, in the specific curriculum areas in which the individual students are being prepared.	
4 (PG) f Guided practical experience	**Vocational programmes:** • Are arrangements for guided practical experience, in the specific vocations in which the individual students are being prepared, an integral part of requirements for graduation from your vocational TE programmes at post-graduate level?
	Non-vocational programmes: • Are such arrangements, in the specific curriculum areas in which individual students are being prepared, available and either encouraged or required for any other post-graduate TE programmes you offer?

	Description and evaluation:
	• Describe and evaluate your requirements and arrangements for guided practical experience.
	• (You may wish to offer a separate report in the appendices).
	• Discuss problems, expectations, and experience in this area. ACTEA requires that any such arrangements include
	  ○ (a) informed and experienced on-site supervision, and
	  ○ (b) organised monitoring of that supervision by the institution, in order to qualify in meeting this standard.
	• A full-scale internship programme, or extended field-based learning experience, would be preferred in meeting this ACTEA standard; weekend Christian ministry assignments would not normally, by themselves, sufficiently qualify.

4 (PG) g Programme specifications: Standard
(i) 1 year post-graduate programmes. Normally the Post-graduate Diploma (PGD) shall be 1 year in length or the equivalent undertaken through part-time or modular study, with a recognised first degree required for admission. The PGD programme shall normally be oriented toward providing students a concentrated course in Bible and theology before entering secular vocations, or a concentrated practical course for church-related vocations. Alternatively, a Bachelor of Arts (Honours), Bachelor of Theology (Honours), or other 1 year post-graduate theological qualification conforming to regional and international

academic patterns, with a recognised BA, BTh or regional equivalent required for admission, may be offered. Where admission to the Honours programme requires a first degree equal in length of study to the university first degree in the local country, the Honours degree may be considered the first year of post-graduate study.

(ii) 2 year post-graduate programmes. Normally the Master of Arts (MA) shall be 2 years in length or the equivalent undertaken through part-time or modular study, with a recognised first degree required for admission. Graduates of a recognised PGD, post-graduate Honours degree, or other recognised 1 year post-graduate theological qualification may be admitted to the MA programme with up to one year's advanced standing for comparable work, where allowed by the local country's higher education system. MA programmes shall normally be oriented either on preparation in a particular academic discipline or professional preparation in a particular vocation. Normally a research thesis shall be required for the former and a creative project or supervised internship for the latter.

Where it is regular practice in the local country, a 2 year Master of Theology (MTh) degree, with a recognised Bachelor of Theology required for admission, may be offered. Graduates of a recognised post-graduate BTh (Hons) or its regional equivalent may be admitted to the MTh programme with up to one year's advanced standing for comparable work.

(iii) 3 year post-graduate programmes. The Master of Divinity (MDiv; or similar nomenclature corresponding to regional and international academic patterns) shall be 3 years in length or the equivalent undertaken through part-time or modular study, with a recognised first degree required for admission. Graduates of a recognised PGD, post-graduate Honours degree, or other recognised 1 year post-graduate theological qualification may be admitted to the MDiv programme with up to one year's advanced standing for comparable work, where allowed by the local country's higher education system. MDiv programmes are normally oriented on professional preparation for leadership roles in church-related vocations. A thesis, project, or internship may be required.

(iv) 4 year post-graduate programmes. A Master of Theology (MTh; or similar nomenclature corresponding to regional and international academic patterns) may be 1 year in length or the equivalent undertaken through part-time or modular study, with a recognised MDiv degree required for admission. This programme thus represents a fourth year of post-graduate theological study. Alternatively the programme may be 4 years in length for those holding a recognised first degree. Graduates of a recognised PGD, post-graduate Honours degree, or other recognised 1 year post-graduate theological qualification may be admitted to a 4 year MTh programme with up to one year's advanced standing, and graduates of a recognised MA programme with up to two year's advanced standing, for comparable work. MTh programmes shall be oriented in their final year on advanced academic specialisation in a particular theological discipline, preparatory for a teaching vocation, scholarly research, or doctoral studies. A research thesis shall be required.

4 (PG) g Programme specifications	**Programme specifications:** • For each of your post-graduate TE programmes list the qualification offered and indicate the ACTEA post-graduate category under which you are proposing its accreditation: ○ 1 year, ○ 2 years, ○ 3 years or ○ 4 years of post-graduate theological studies. • Then describe that programme as to ○ (a) its length, ○ (b) academic admission requirement (and provisions for advanced standing, if any), ○ (c) content orientation, and ○ (d) thesis or project requirements, if any; • and evaluate in careful detail the programme's compliance in these respects to the specifications stated under this Standard for that category of programme. • Refer to any documentation of these factors available in the appendices.

4 (PG) h Programme Generalisations: Standard

(i) All theological education programmes must maintain admissions procedures which include careful attention to the Christian character of the applicants, as well as to their academic qualifications. In addition, admission to vocational theological education programmes (e.g. MDiv) should pay attention to the Christian ministry leadership experience of the applicants. Applicants should have normally at least two years of commendable Christian ministry leadership experience prior to admission to a vocational theological education programme at post-graduate level. Christian character and ministry leadership experience should be assessed in as close consultation as possible with the church of which the applicant is a member. Admission to all post-graduate theological education programmes should normally be limited to students who are academically qualified for post-graduate study according to higher education admission policy in the local country. Applicants admitted to post-graduate theological education programmes ***must have a recognised post-secondary degree,*** *unless accepted under 'mature entry' stipulations. Mature entry admissions to theological education programmes, where allowed by country's higher education system, must be limited to bona fide cases and cannot average more than 10% of admissions per year. Those whose first degree preparation was inadequate in theological studies, in the humanities, or in the social sciences, should be required to make up these deficiencies*

on a non-credit basis. Credit earned in post-secondary diploma and post-secondary degree programmes may not be counted towards post-graduate course credits. Specific course requirements may be waived, however, on the basis for example of validating examinations.
(ii) The specialisations identified by the institution as available within any of its theological education programmes must be ones for which the institution is equipped in highly qualified staff and in-depth library holdings.
(iii) For vocational theological education programmes the institution must demonstrate that consideration of the spiritual, character and vocational as well as academic development of the student is an integral part of the evaluation procedures which determine the student's suitability for graduation. The institution should set similar requirements for all its theological education programmes. ***For MDiv and MTh programmes reading proficiency in at least one Biblical language shall normally be required****. Institutions should normally include in all post-graduate theological education programmes required courses in teaching methodology, organizational leadership and administration, and research skills.*
(iv) Institutions offering distinct post-secondary and post-graduate theological education programmes may not teach students from the two levels in the same class. Institutions should provide level descriptors for each of its post-graduate programmes. The names of theological credentials offered by the institution must conform to a recognised continental or international pattern. Course-based post-graduate programmes must meet for an average of 34-36 weeks a year, with an average of 12.5 clock hours or its equivalent a week in class or supervised study and a normal total workload of 40-45 hours of learning activity per week (i.e., 1500-1800 hours of structured learning activity per year including 425-450 clock hours of instruction or supervised study), or the equivalent in part-time, modular or distance study. Similarly, research-based post-graduate theological programmes must incorporate 1500-1800 hours of research, writing and other structured learning activity per year, or the equivalent in part-time study over a greater number of years.
Post-graduate theological programmes in which final examinations or the submission of a thesis or project, rather than years of study or the accumulation of course credits, determines completion of the programme must have in place a system of external moderation of exams and/or examination of theses or projects comparable to that of the higher education system of the local country.
Institutions enrolling fewer than fifteen students in theological education at post-graduate level, or fewer than five students within any single post-graduate theological programme, should be able to point to exceptional circumstances justifying that post-graduate level or programme.
The language of instruction should normally be that in use in the local higher education system at the same level.

4 (PG) h
Programme Generalisations
	Admissions:
	• Describe the admissions policies, procedures, and materials (such as application forms and entrance examinations) for your post-graduate TE programmes.
	• Describe and evaluate how your admissions procedures give careful attention
	  ○ to the Christian character of the applicants, as well as
	  ○ to their academic qualifications.
	• Describe and evaluate how admissions procedures to your vocational post-graduate TE programmes (e.g., MDiv) also give careful attention to the Christian ministry leadership experience of the applicants.
	• Describe and evaluate the process by which you consult with an applicant's church in assessing the applicant's Christian character and Christian ministry leadership experience.
	• Do you expect at least 2 years of commendable vocational experience prior to admission to post-graduate TE?
	(Note that this is encouraged, but not required)
	• Is admission to all your TE programmes normally limited to students who were academically in the upper third of their class in their immediately preceding academic programme?
	• Is admission to all of your post-graduate TE programmes limited to students who are academically qualified for post-graduate study according to higher education admission policy in your country?
	• Provide examples of university or similar national post-graduate entrance requirements either here or in an appendix.
	• Also offer any explanations necessary for someone not familiar with the educational system of your country.
	• Do all applicants admitted to post-graduate TE programmes (unless accepted under 'mature entry' stipulations) have a recognised post-secondary degree? *('Recognition' may be by government, by ACTEA, by another recognised private accrediting agency, or by affiliation with a recognised university.)*
	• Do you require applicants whose first degree preparation was inadequate in theological studies, in the humanities, or in the social sciences, to make up these deficiencies on a non-credit basis?
	• Do you prohibit course credits earned in post-secondary education from being counted towards post-graduate education course requirements?
	  ○ Explain all exceptions in the past 3 years.

	• Describe and evaluate any arrangements in place for specific course requirements to be waived, e.g., on the basis of validating examinations.
	• Is there provision for mature entry admissions within your country's higher education system?
	• Explain your mature entry admission policy and practice in light of such arrangements in your country's higher education system.
	• Also evaluate your mature entry policy in light of the following ACTEA guidelines for bona fide mature entry cases:
	  ○ (i) the applicant must be of a mature age;
	  ○ (ii) the applicant should have worked commendably for at least two years within a vocation relevant for the academic programme being entered;
	  ○ (iii) the applicant should present strong recommendations from respected sponsoring bodies;
	  ○ (iv) the applicant should demonstrate above average academic capacity for the course during an initial probationary period of admission.
	• Identify all cases of mature entry in the past 3 years, and report on the subsequent academic performance of all such entries.
	• Provide a chart showing whether mature entries have averaged more than 10% of admissions to each post-graduate TE programme per year over the past 3 years.
	• Referring to the chart of admissions for the past 3 years prepared for your SER appendix, state whether in that period you have ever admitted any student who did not measure up to ACTEA admission requirements for that programme.
	  ○ Explain all apparent exceptions fully and carefully.
	Have documents supporting all admissions in the past 3 years available for inspection by the ACTEA visiting team.

	Specialisations: • Evaluate whether each of the specialisations available within your post-graduate TE programmes is supported by highly qualified staff and in-depth library holdings in that field of study.

	Graduation requirements:
	• In your vocational post-graduate TE programmes (e.g., MDiv) is consideration of students'
	  ○ spiritual,
	  ○ character, and
	  ○ vocational, as well as
	  ○ academic,
	development an integral factor in determining their suitability for graduation?
	• Are similar requirements in place for all your post-graduate TE programmes?
	• *(Note that this is encouraged for all programmes but not mandatory.)*
	• What regular procedures are in place for monitoring development in these areas?
	• Have any students been delayed or denied graduation in the past 3 years in consequence of such monitoring?
	  ○ Briefly reference all such cases.
	• For MDiv and MTh programmes do you require reading proficiency in at least one Biblical language? Explain.
	• In all your post-graduate TE programmes do you require courses in teaching methodology, in organizational leadership and administration, and in research skills? *(This is encouraged but not mandatory.)*
	• Do you require oral or written comprehensive terminal examinations for MA, MDiv and MTh programmes (obligatory only for the MTh)? Explain.

	Length of study:
	• If your institution offers both post-secondary and post-graduate TE programmes, do you prohibit the teaching of students from the two levels in the same class?
	  ○ Explain all exceptions in the past 3 years.
	• Do the names of your terminal credentials conform to the pattern or trend observable internationally or in Africa?
	  ○ Provide internationally-recognisable higher education level descriptors for each of your post-graduate TE programmes.
	• Do your course-based (i.e., 'taught') post-graduate TE programmes meet
	  ○ for an average of 34-36 weeks a year,
	  ○ with an average of 12.5 clock hours a week in class and
	  ○ a normal total workload of 40-45 hours of learning activity per week?
	This should total
	  ○ 1500-1800 hours of structured learning activity per year,

	○ including 425-450 clock hours of instruction, or the equivalent in part-time, modular, online, hybrid, or distance study. • *Note: 'Structured learning activity' includes, e.g., classroom instruction, synchronous online instruction, private study, course assignments, examinations and spiritual formation activities—i.e., programme elements manifestly shaped to further the learning outcomes of the programme and which include a reflection and/or assessment component.* • If you offer research-based post-graduate programmes in theology (e.g., BA(Hons), MTh), do these also incorporate 1500-1800 hours of research, writing and other structured learning activity per year, or the equivalent in part-time study over a greater number of years? ○ How is this monitored? • State ○ the approximate opening and closing dates of your academic year, ○ dates of any block course scheduling, and ○ the main holiday/vacation periods. • State ○ in minutes the standard length of class periods at your institution, and ○ the average number of instructional hours per course credit or unit. • State the number of hours in individual study (e.g., reading, preparing assignments, participating in group projects, preparing for and taking examinations) which TE students at your institution are expected to spend in proportion to each hour of classroom instruction. • Describe any other structured learning activities in your institution's TE programme that contribute to the total number of hours spent in structured learning per year (e.g., guided ministry experience, chapel attendance). • On the basis of this data, ○ summarise how your institution meets the requirement that students in post-graduate TE spend 1500-1800 hours in structured learning activity per year, including at least 425-450 clock hours of instruction, and ○ provide evidence that this has been achieved for the past 3 years. • Institutions offering post-graduate TE by part-time, modular and/or distance learning should demonstrate that an equivalent number of instructional or supervisory hours and total hours in structured learning activity (including individual study) are required and monitored in such programmes.
	External moderation: • If final examinations or the submission of a thesis or project, rather than years of study or the accumulation of course credits, determines the completion of any of your post-graduate TE programmes, describe and evaluate the system of external moderation you have in place for these. • Provide documentation which demonstrates that these arrangements are equivalent to those of the national university system in your country.
	Enrolment figures: • For each of the past 3 years furnish ○ (a) enrolment figures and ○ (b) graduation figures for each of your post-graduate TE programmes. • List all cases of students leaving the institution without completing their course over the past 3 years, with reasons or other clarification. • If current enrolment is fewer than 15 students in TE at post-graduate level, or fewer than 5 students in any single post-graduate TE programme, you must indicate exceptional circumstances which persuasively justify the independent existence of that programme.
	Language of instruction: • Is the language of instruction the same as that in use in your local national system for post-graduate education? • If not, justify this in terms of your institution's context and mission.

4 (PG) i Supplementary programmes: Standard
The institution is encouraged to develop training programmes in Christian ministries which serve the needs of theological education students' spouses. The institution is also encouraged to provide placement counselling, alumni networks, and continuing education opportunities for its theological education graduates.

Where appropriate to the local context, the institution is strongly encouraged to devote a proportion of its teaching staff's assigned hours to ministry training events in service of the church and its lay leadership or educational events for the local community (e.g. lectures, workshops, lay institute).	
4 (PG) i Supplementary programmes *Note that each of the provisions in Standard 4(PG)i is encouraged but not mandatory.*	**Spouse training opportunities:** • Describe and evaluate any Christian ministries training programmes your institution offers to serve the needs of TE students' spouses.

	Graduate services:
	• Does your institution provide its post-graduate TE graduates with
	  ○ (a) placement counselling,
	  ○ (b) organised contacts (e.g., alumni networks), and/or
	  ○ (c) continuing education opportunities?
	• Describe and evaluate.

	Church and community training events: • Does your institution devote a proportion of its theological teaching staff's assigned hours to ministry training events in service of the church and its lay leadership, or educational events for the local community (e.g., lectures, workshops, lay institute)? • Describe and evaluate.

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to your educational programme at post-graduate level and outline the adjustments you have accordingly implemented or planned.	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

4C EDUCATIONAL PROGRAMMES – DOCTORAL	
PART A List here, and include as appendices, the following materials	• *Curriculum*. Attach a copy of the curriculum for the academic programme(s) for which you are seeking accreditation, in printed or duplicated form [if this is included in a Prospectus or Catalogue which you have attached to the SER, refer to this material here]. The curriculum should show what course of study is required for completion of the programme, the schedule of the subject courses during the years of study, the length of each subject course (normally in class sessions per week), and a brief indication of the content of each course. Any course not taught during the past 3 years should be marked as such. • *Curriculum Review*. Provide an evaluation report of approximately 5 to 8 pages (exceptions by permission) on the content of your curriculum in relation to ACTEA Standards. This should be composed by one person. You may use an external consultant to do this if you wish. After the first draft, the document should be discussed within your administration and teaching staff, and then a final draft produced on the basis of this discussion. The report should include evaluation of your curriculum and your course syllabuses in relation to ○ the community being served, ○ the cultural context in which students will minister, and ○ the vocations intended for the students, as specified in ACTEA Standards 4(PS)b, 4(PG)b and 4(Doct)a. Include identification of the constituency which you are attempting to service and its needs. ○ In what manner and how frequently do you attempt to discern and review these needs? ○ In addition to the implications of the African cultural setting, identify any other particularities about the intended context of ministry which are relevant to curricular development (e.g. urban or rural, etc.). ○ Identify the vocations for which you are preparing your students, and show any evidence you have that they are indeed entering and performing successfully in these vocations. ○ What efforts have you made and what results obtained in measuring your achievements in terms of the performance of your graduates? • *Textbook listing*. Provide a listing of the principal textbooks in use, organised by course, and showing the author (last name only), short title, and date. • *Comparison Chart*. Construct a chart *comparing your curriculum to those of at least four or five similar post-secondary* institutions in different parts of the world. Use a simple system of classification, such as: biblical, theological, historical, practical, and general areas of study. Use approximate percentages to show the comparisons, not exact calculations. (You may wish to refer to ACTEA Tools and Studies No. 7 for an example of such comparisons.) • *Syllabus.* Include one or two samples of subject course syllabi. • *Admissions.* Provide a chart showing in abbreviated form the academic qualifications upon which *admittance of every student for the past 3 years* has been based. Provide explanation for any unfamiliar nomenclature.

PART B
Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for educational programme at doctoral level, standard by standard.

4(Doct)a Programme integration: Standard	
The institution's doctoral programmes should evidence a holistic approach. Original research or projects based on reflection on praxis should not only demonstrate comprehensive understanding, contextual relevance and missional impact, but should be undertaken in such a way to encourage the spiritual, character, and vocational growth of the student. To the extent possible, worship, community life, social activity and practical Christian service should be built into these theological education programmes in accordance with the mission of the institution.	
4(Doct)a Programme integration	**Holistic approach:** • Describe and evaluate the extent to which your institution's doctoral TE programmes evidence a holistic approach combining ○ curricular, ○ co-curricular, and/or ○ extracurricular activities • in an educational plan which embraces concern for the students' ○ spiritual, ○ character, and

	○ vocational as well as ○ academic development.
	Research and reflection on praxis: • Describe and evaluate what arrangements are in place to encourage doctoral students' original research, or projects based on reflection on praxis, to be undertaken in such a way as to foster students' ○ spiritual, ○ character, and ○ vocational growth, in addition to demonstrating comprehensive understanding, contextual relevance and missional impact.
	Worship and community life: • Describe any provisions for students in your doctoral TE programmes for ○ worship, ○ community life, ○ social activities, ○ practical Christian service, etc. • Evaluate whether these further your institution's objectives for TE. • Is individual student development ○ in spiritual maturity, ○ in character, and ○ in vocational skills specifically attended to during the course of doctoral study, or is this left to emerge on its own as an expected by-product of the educational programme?

4(Doct)b Programme relevance: Standard	
The curriculum as a whole and the syllabus for each individual course subject, where taught, should show that the institution has not merely borrowed these from elsewhere nor simply allowed them to develop on an ad hoc basis, but that the institution has carefully planned the curriculum and each syllabus to meet its own particular objectives, for the specific Christian community it is serving, for the specific vocations for which the students are being prepared, and for the specific cultural context in which the students will minister. Selection of learning resources should also show sensitivity to contextual relevance.	
4(Doct)b Programme relevance	**Relevance of programme design:** • Do the doctoral TE ○ programmes as a whole, ○ each specialisation within those programmes, and ○ the syllabus for each taught course subject, show that your institution has ○ not merely borrowed these from elsewhere, ○ nor simply allowed them to develop on an ad hoc basis, but that the institution has carefully planned the curriculum and each syllabus ○ to meet its own particular objectives, ○ for the specific Christian community it is serving, ○ for the specific vocations for which the students are being prepared, and ○ for the specific cultural context in which the students will minister? • In responding to this standard, refer to the Curriculum Review report included in your SER appendices. • Comment on whether procedures are, or have been, in operation for regular review of the curriculum and course syllabi in this regard. • (You may wish to cross-reference with your presentation under Standard 1f *Review*.)
	Relevance of learning resources: • Evaluate the extent to which the selection of learning resources for each doctoral programme and specialisation shows similar sensitivity to contextual relevance. • Do learning resources also represent recent developments in each area of doctoral specialisation, adequately reflecting contemporary contexts?

4(Doct)c Programme publication: Standard	
The institution's current doctoral programmes, with the rationale for each, should be available in printed and/or electronic form. The most recent syllabus for each individual course subject, where taught, should be systematically filed for ready retrieval. An explanation of the institution's assessment system should also be available in printed and/or electronic form.	
4(Doct)c Programme publication	**Programme descriptions:** • Are your current doctoral TE programmes, and the rationale for each, readily accessible in printed and/or electronic form, e.g., in a current catalogue? • Has this been updated regularly? • Include a copy of or an electronic link to the most recent publication.
	Course syllabi: • Is the most recent syllabus for each taught course subject in your doctoral TE programmes systematically filed for ready retrieval? • Have these been updated regularly? • Explain how course syllabi are maintained and updated. *Have the most recent syllabus for each course taught in the past 3 years available for viewing by the visiting team.*
	Assessment system: • Is a clear explanation of your institution's assessment system (e.g., quantitative grading scale and qualitative description of what generally constitutes 'A' or 'first class' work, 'B' or 'second class' work, etc.) available in printed and/or electronic form? • How is this made available to students and teaching staff?

4(Doct)d Educational objectives: Standard	
Institutions should develop written objectives for each doctoral programme, for each specialisation, and for each taught course subject, which correlate with the academic, spiritual, character, and vocational objectives of the institution as a whole.	

4(Doct)d Educational objectives	**Programme objectives:**
	• Provide here, or in an appendix, the written objectives for
	  ○ each of your doctoral TE programmes,
	  ○ each specialisation within those programmes, and
	  ○ each taught course subject.
	Note that doctoral-level objectives should be clearly distinguished from objectives appropriate at post-secondary and post-graduate level. Specifically, objectives for doctoral programmes should reflect an emphasis on original research and contributions to scholarship or to the practice of ministry.

	Correlation:
	• Describe and evaluate the extent to which the written objectives for each
	  ○ doctoral programme,
	  ○ specialisation, and
	  ○ taught course subject
	  correlate with the
	  ○ academic,
	  ○ spiritual,
	  ○ character, and
	  ○ vocational objectives
	  of your institution as a whole and of any department or school within the institution in which the TE programme is lodged.

	Review: • Mention any arrangements for the regular review and adjustment of programme objectives (perhaps by cross-reference to your presentation under Standard 1f *Review*).

	Course objectives:
	• Do
	  ○ objectives for each taught course subject, and
	  ○ a description of how the course supports its programme objectives,
	  appear in the course syllabus?
	Have individual course syllabi available for inspection by the visiting team as according to Standard 4(Doct)c Programme publication.

4(Doct)e Programme specifications: Standard

(i) Orientation. A doctoral programme may have either an academic or a professional orientation. The academic doctorate shall be oriented on an advanced academic specialisation in a particular discipline, in preparation for a senior teaching vocation and scholarly research. The professional doctorate shall be oriented on an advanced professional specialisation in a church-related vocation, in preparation for senior ministry responsibilities. (In particular situations the professional doctorate may also be structured as a professional/academic degree, provided the professional orientation is designated as predominant; or the academic doctorate may be structured as an academic/professional degree, provided the academic orientation is designated as predominant.)

(ii) Specialisation. Each doctoral programme must have a stated specialisation focus, relating to a field of scholarly inquiry or to a church-related vocation. Curricular requirements for each programme must be clearly defined in terms of this specialisation focus.

(iii) Entrance, residency, and duration. Admission requirements for an academic doctorate must include at least a recognised two-year post-graduate theological degree, plus demonstrated competence in research and writing in the intended field of specialisation. Academic doctoral students must be admitted into a probationary period which confirms this competency and lasts for at least one year and which results in either continuation in the doctoral programme or termination. (In the latter case, a lower degree may be awarded in lieu of continuation in accordance with the higher education system of the local country.) Admission requirements for a professional doctorate must include a recognised post-graduate vocational theological degree (e.g., MDiv or Maîtrise).

Admission requirements for an academic doctorate may require a ministry experience component dependent upon the intended field of specialisation. Since professional doctoral students need a period of experience in ministry upon which to reflect, admission requirements for a professional doctorate must include at least three years' experience in ministry after the completion of the last theological degree, a period which may be reduced by consideration of total life-time ministry experience. Applicants holding a recognised MTh (four-year post-graduate) degree with superior performance may be admitted to the academic doctoral programme with up to 1 year of advanced standing.

An academic doctoral programme shall be a minimum of 3 years of full-time study or equivalent. (A year of full-time study is the equivalent of 34-36 weeks or 1500-1800 hours.) A professional doctoral programme shall be a minimum of 3 years of in-service study, including a course component of the equivalent of at least one and a half year's full-time study, plus the writing of the final project.

For each of its doctoral programmes, the institution shall demonstrate that each of its students has access to adequate library and internet resources, peer interaction, academic supervision, and sustained periods of undistracted learning. Normally institutions would require minimum periods of full-time residency on the campus of the institution (perhaps combined with another designated research centre) to achieve these ends. Professional doctoral programmes shall require substantial periods of interaction with peer students and teaching staff in order to create a community of learning, reflection, and development.

Programmes normally must be completed within a maximum of seven years from commencement.

(iv) Designations. The nomenclature of the doctoral credentials shall correspond both to continental and to international academic patterns. In general, ACTEA will recognise the Doctor of Philosophy (PhD) and Doctor of Theology (ThD) as academic degrees, and the Doctor of Ministry (DMin) as a professional degree.

(v) Dissertation or project. The academic doctorate shall include the design and completion of a dissertation that shall represent an independent and original scholarly contribution by the student within the field of specialisation. It shall demonstrate the student's thorough grounding in the field of specialisation, and thorough understanding of the particular topic of the dissertation, and shall demonstrate competence to conduct original research that contributes to the scholarly field.

The professional doctorate shall include the design and completion of a written project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards. The ministry project should demonstrate the student's ability to identify a specific topic in ministry, organise an effective research model, use appropriate resources, and evaluate the results, and should reflect the student's depth of theological insight in relation to ministry.

The dissertation or project should be defended before, and accepted by, an examination panel of at least three distinguished professionals in the field, at least one of whom should be external to the institution.

(vi) Research tools and language proficiencies. Doctoral programmes shall require students to demonstrate competency throughout their programme in the use of research tools (including language proficiency) appropriate for their field of study. Students in academic doctoral programmes shall be required to use competently the language(s) in which relevant primary texts are written, as well as those in which there is important secondary material. Normally, this would include at least one ancient and one or more modern languages. Students in professional doctoral programmes shall be required to demonstrate proficiency in appropriate behavioural or social scientific research methods.

(vii) Curriculum and examinations. All doctoral programmes shall promote reflection on integration between learning and context; competency in teaching skills; and competency in administrative leadership. The curricular requirements should be designed to equip the student with a substantial mastery of the subject material, theory, bibliography, research, and methodology, of a significant portion of the field of specialisation, with a capacity for independent analytical and evaluative thinking and creative contribution in this field, and with an acquaintance with relevant cognate fields sufficient for effectiveness in this field. These requirements may be met through a curriculum that is either entirely researched-based or is a combination of taught courses and directed research. For academic doctoral programmes, oral and/or written comprehensive assessment

tools (for example, comprehensive examinations) are normally required, and should be designed to confirm achievement with respect to the above criteria.
(viii) Course access. Doctoral students may take courses available to students in accredited post-graduate programmes at the same institution only (a) where the teaching staff meets the teaching qualifications for the doctoral programme; and (b) where the assignment requirements for doctoral students are distinctly higher. Doctoral students may not receive credit for courses accessible to students in the first year of post-graduate study.
(ix) Enrolment. The enrolment in each academic programme must be of sufficient number to serve the objectives of the programme and to maintain its viability. Institutions enrolling, in any academic year, fewer than three students in an academic doctoral programme or fewer than five students in a professional doctoral programme, should be able to point to exceptional circumstances justifying that doctoral programme.
(x) Supervision. Sufficient orientation to the process and requirements of the doctoral programme should be provided for each student. Each doctoral student must have regular, extensive access to a designated supervisor throughout the course of the programme. Sufficient orientation and training should be provided for doctoral level supervisors, including the supervisor's role in spiritual, character, and vocational development of the student. Mentoring and interactive seminars should be a principal emphasis of the programme.

4(Doct)e Programme specifications	**Orientation:**
	• Provide a chart showing each doctoral TE programme for which you are seeking ACTEA accreditation, listing separately each specialisation within that programme.
	• For each programme and specialisation, indicate
	  ○ (a) whether the programme is academic or professional in nature (if dual nature, either an academic or professional orientation must be designated as predominant);
	  ○ (b) entrance requirements, residency requirements (if any), and maximum duration of the programme;
	  ○ (c) nature of thesis or project required;
	  ○ (d) whether the programme is wholly researched-based or is a combination of taught courses and directed research;
	  ○ (e) language proficiency requirements.

	Specialisation: • Does each academic doctorate prepare students for a senior teaching vocation and scholarly research? • Describe and evaluate the extent to which each academic doctoral programme offered by your institution is oriented on advanced academic specialisation in a particular discipline. • How do curricular requirements for each specialisation reflect and support its particular academic focus? • Does each professional doctorate prepare students for senior ministry responsibilities? • Describe and evaluate the extent to which each professional doctoral programme offered by your institution is oriented on advanced professional specialisation in a church-related vocation. *(Alternatively, professional programmes may choose a broader, general advance of the practice of ministry in its many forms.)* • How do curricular requirements for each professional doctorate reflect and support its particular ministry focus?

	Entrance, residency and duration:
	• Describe and evaluate your admission policies and procedures for academic doctoral programmes (i.e., PhD, ThD or equivalent).
	• Do admission requirements for your academic doctorates include
	  ○ at least a recognised 2-year post-graduate theological degree,
	  ○ plus demonstrated competence in research and writing in the intended field of specialisation?
	• Depending upon the intended field of specialization, do admission requirements for any of your academic doctorates require a ministry experience component?
	• Do you allow applicants holding a recognised MTh (four-year post-graduate) degree with superior performance to enter an academic doctoral programme with up to 1 year of advanced standing?
	  ○ How is that advanced standing determined?
	• Describe and evaluate probationary periods for candidates admitted to your academic doctorates.
	  ○ If a candidate's continuation in the doctoral programme is terminated at the end of the probationary period, what lower degree (if any) may be awarded?
	  ○ What form of assessment or criteria determines the awarding of this degree?
	  ○ If a lower degree may be awarded, provide evidence that this is in accordance with the higher education system of your country.
	• Describe and evaluate your admission policies and procedures for professional doctoral programmes (i.e., DMin or equivalent).

	○ Do admission requirements for your professional doctorate include a recognised post-graduate vocational theological degree (e.g., MDiv or Maîtrise)? ○ Do admission requirements for your professional doctorate include at least 3 years' experience in ministry after the completion of the last theological degree? (This period may be reduced by consideration of total life-time ministry experience.) • Do your academic doctoral programmes require a minimum of 3 years of full-time study or the equivalent in part-time or modular study? *(As noted in the Standard, one academic year consists of at least 34-36 weeks of full-time study. Institutions are strongly encouraged to conform their requirements to the European Higher Education Area's policy of 1500-1800 hours of study per year, or an equivalent number of hours in part-time or modular study over a greater number of years.)* • Do your professional doctoral programmes require ○ a minimum of 3 years of in-service study, ○ incorporating a course component of the equivalent of at least one and a half year's full-time study (a total of approximately 2200-2700 hours when classroom interaction is combined with individual study) ○ plus the writing of the final project? • Describe and evaluate the arrangements your institution has in place for students in all of your doctoral TE programmes to have access to ○ adequate library and internet resources, ○ peer interaction, ○ academic supervision, and ○ sustained periods of undistracted learning. • Do you require a minimum full-time on-campus residency period by students in your academic doctorates? ○ If so, what are these requirements? ○ If not, what alternative arrangements are in place to ensure library access, peer interaction, academic supervision, and sustained periods of undistracted learning for students in your academic doctorates? • Do you require substantial periods of interaction with peer students and teaching staff for students in your professional doctorates? • Do you require minimum periods of full-time activity or residency on campus by students in your professional doctorates? ○ If so, what are these requirements? ○ If not, what alternative arrangements are in place to ensure that candidates for your professional doctorate regularly participate in a community of learning, reflection, and development? • Do candidates for your academic or professional doctorates ever take longer than seven years to complete the programme? • Describe any exceptions to this maximum in the past 3 years. *(ACTEA will allow for exceptions in extraordinary circumstances.)*
	Designations: • Does the nomenclature of the doctoral credentials offered by your institution correspond to both continental and international academic patterns? *Nomenclature other than PhD or ThD for academic degrees or DMin for professional degrees may, with approval, be used for the terminal credentials, but the programmes must conform to the standards of one or the other orientation.*
	Dissertation or project: • List all dissertations on the basis of which an academic doctorate (i.e., PhD, ThD or equivalent) has been awarded by your institution in the past five years or since the establishment of the programme if less than ten years. ○ List all dissertation titles or research topics currently in process by candidates for an academic doctorate at your institution. • Describe and evaluate specific ways candidates for your academic doctorate are expected to achieve and demonstrate: ○ (i) mastery of a specialised field of study; ○ (ii) critical assessment of existing scholarship in that field; ○ (iii) acquaintance with relevant cognate fields; ○ (iv) independent scholarly research resulting in an original contribution to the body of knowledge in the field of specialisation. *(Normally, the 'contribution to knowledge' in such original research will consist of new data, a new theory, or a new application of an existing theory.)*

	• List all dissertations or projects on the basis of which a professional doctorate (i.e., DMin or equivalent) has been awarded by your institution in the past five years or since the establishment of the programme if less than ten years.
	  ○ List all project titles or research topics currently in process by candidates for a professional doctorate at your institution.
	• Describe and evaluate specific ways candidates for your professional doctorate are expected to achieve and demonstrate
	  ○ (i) proficiency in appropriate behavioural or social scientific research methods;
	  ○ (ii) mastery of a specialised field or form of ministry;
	  ○ (iii) critical assessment of existing scholarship and practice in that field or form of ministry;
	  ○ (iv) depth of theological insight in relation to ministry;
	  ○ (v) independent research and/or project resulting in an original contribution to professional practice in the specialised field or form of ministry.
	• Briefly describe the policies and procedures under which doctoral candidates' dissertations or projects are examined and defended.
	  ○ Does the examination panel consist of at least 3 distinguished professionals in the field?
	  ○ Is at least one of these panel members external to the institution?

	Research tools and language proficiencies:
	• Do you require students in your academic doctoral programmes to use competently the language(s) in which relevant primary texts are written, as well as those in which there is important secondary material? *(Normally, this would include at least one ancient and one or more modern languages.)*
	  ○ What arrangements are in place for students to attain this language competency early in their doctoral studies?
	• Do you require students in your professional doctoral programmes to demonstrate proficiency in appropriate behavioural or social scientific research methods?
	  ○ What arrangements are in place for students to attain this methodological competency early in their doctoral studies?
	• Do you require students to demonstrate competency throughout their doctoral programmes in the use of research tools (including language proficiency) appropriate for their field of study?
	  ○ Describe and evaluate the manner in which such competencies are assessed at various points in students' doctoral studies.

	Curriculum and examinations:
	• Describe and evaluate how your doctoral TE programmes promote
	  ○ (a) reflection on integration between learning and context;
	  ○ (b) competency in teaching skills; and
	  ○ (c) competency in administrative leadership.
	• Describe and evaluate how curricular requirements in your doctoral TE programmes
	  ○ (a) equip each student with a substantial mastery of the subject material, theory, bibliography, research, and methodology, of a significant portion of their field of specialisation
	  ○ (b) develop students' capacity for independent analytical and evaluative thinking and creative contribution in their field of specialisation and
	  ○ (c) acquaint the student with relevant cognate fields sufficient for effectiveness in their field of specialisation.
	• Describe and evaluate any arrangements for oral or written comprehensive assessments (e.g., comprehensive examinations) required for candidates for your academic doctorate.
	  ○ How effectively do these examinations confirm achievement with respect to the above criteria?

	Course access:
	• Where doctoral candidates are permitted to take courses also available to students in accredited post-graduate programmes at your institution,
	  ○ (a) do teaching staff meet the teaching qualifications for the doctoral programme?
	  ○ (b) Are assignment requirements for doctoral candidates distinctly higher?
	  ○ (c) Do doctoral candidates ever receive credit for courses accessible to students in the first year of a post-graduate programme?

	Enrolment:
	• Does your institution enrol
	  ○ at least 3 students each year in each academic doctoral programme you offer, and
	  ○ at least 5 students each year in each professional doctoral programme?
	• Institutions enrolling fewer than these numbers each year should be able to point to exceptional circumstances justifying that doctoral programme.

	Supervision:

	• Describe and evaluate the arrangements by which each doctoral student receives adequate orientation to the process and requirements of their doctoral programme. • Does each doctoral student have regular, extensive access to a designated supervisor throughout the course of their doctoral programme? ○ What arrangements are in place to remedy any deficiency in access to such supervision? • Describe and evaluate the means by which supervisors in your doctoral TE programmes are oriented and trained, including for their role in the spiritual, character, and vocational development of the students they supervise. • Describe and evaluate the manner in which mentoring and interactive seminars form a principal emphasis of your doctoral TE programmes.

4(Doct)f International engagement: Standard	
Institutions offering doctoral programmes must demonstrate a pattern of engagement with the international network of doctoral level scholarship in order to provide for breadth and enrichment of learning, cross-fertilisation of ideas, and international comparability. This is to take place at the institutional level, among the teaching staff, and among the students. Academic doctoral programmes should normally arrange for students to undertake a portion of the programme in an academic setting outside the country.	

4(Doct)f International engagement	**International scholarship:**
	• What evidence can you offer to show that your institution has a pattern of engagement with the international network of doctoral level scholarship?
	• To what extent does this engagement provide for breadth and enrichment of learning, cross-fertilisation of ideas, and international comparability in your doctoral TE programmes?
	• What specific plans does your institution have to promote further international engagement at this level on the part of
	  ○ (a) the institution, or the department or school within the institution in which the TE programme is lodged;
	  ○ (b) teaching staff;
	  ○ (c) students?

	International study: • Describe and evaluate any arrangements your institution has in place for students in your academic doctorates to undertake a portion of their programme in an academic setting outside your country. *(This is strongly encouraged but not mandatory.)*

4(Doct)g Supplementary programmes: Standard	
Where appropriate the institution should provide placement counselling, alumni networks, and continuing education opportunities for its graduates.	

4(Doct)g Supplementary programmes *Note that each of the provisions in this Standard is encouraged but not mandatory.*	**Graduate services:**
	• Does your institution provide graduates of its doctoral theological programmes with
	  ○ (a) placement counselling, and/or
	  ○ (b) organised contacts (e.g., alumni networks)?
	• Describe and evaluate any such arrangements.

	Continuing education: • Does your institution provide continuing education opportunities for graduates of its doctoral theological programmes? • Describe and evaluate any such arrangements.

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to your educational programme at doctoral level and outline the adjustments you have accordingly implemented or planned.	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

5 STUDENTS	
PART A List here, and include as appendices, the following materials	• *Procedures for disciplinary action*. • *Regulations governing student conduct*, which would be referenced in any major disciplinary action.

PART B: Provide an exposition of how you judge your institution to measure up to the ACTEA Standards for students, standard by standard.

5a Services & housing	
Student housing, where provided by the institution, must correspond reasonably to that of similar institutions in the country, in size, furnishings, and sanitary facilities. Housing, grounds, and facilities must be consistently clean and well maintained. Food service, where provided by the institution, must show careful attention to hygiene and nutrition, and preparation must be acceptable by normal local custom. The institution must ensure that health services are conveniently accessible for resident students.	
5a Services & housing	**Quality:** • Describe and evaluate whether housing for resident students corresponds reasonably to that of similar institutions in the country, in size, furnishings, and sanitary facilities.
	Maintenance: • Are housing, grounds, and facilities for resident students consistently clean and well maintained? • State how this is monitored.
	Food service: • Evaluate whether food service provided by your institution (if any) shows careful attention to hygiene and nutrition, and whether food preparation is acceptable by normal local custom. • State how this is monitored.
	Health services: • Describe on-site or other local health services and evaluate the extent to which these are conveniently accessible for resident students.

5b Counselling: Standard	
The institution must have an organised arrangement whereby all students are regularly in contact with designated staff or individuals for mentoring for personal, spiritual, and ministry formation. Institutions offering non-residential programmes, programmes through modular or block scheduling, hybrid and/or distance programmes should ensure that students in such programmes have adequate access to mentoring for personal, spiritual, and ministry formation by staff or by designated local tutors or mentors.	

5b Counselling	**Mentoring arrangements:**
	• Describe and evaluate your arrangements for individual and/or small-group mentoring of students for
	  ○ personal,
	  ○ spiritual, and
	  ○ ministry formation.
	• Does your institution have an organised arrangement whereby all students in your TE programmes are regularly in contact with designated staff or other individuals for such mentoring?

	Non-residential programmes:
	• Do students in any non-residential TE programmes your institution may offer through modular or block scheduling, online, hybrid and/or distance study have adequate access to designated staff for mentoring for
	  ○ personal,
	  ○ spiritual, and
	  ○ ministry formation?
	• If not, are there arrangements for them to have regular contact with designated local tutors or other individuals to provide such mentoring?
	• How is this monitored?

5c Discipline: Standard	
Major disciplinary action must in every case be taken (i) in keeping with written procedures; (ii) with regard to written regulations plainly available to the students; (iii) on the basis of discussion and decision by a constituent group, normally including student representation, rather than by an individual; (iv) with written records kept of action taken. Wherever possible such action must be taken in consultation with the student's church or sponsoring body. Disciplinary procedures should also incorporate appropriate steps for student appeal.	

5c Discipline	**Disciplinary procedures:**
	• Is major disciplinary action taken in every case
	  ○ (a) in keeping with written procedures;
	  ○ (b) with regard to written regulations plainly available to the students;
	  ○ (c) on the basis of discussion and decision by a constituent group, normally including student representation, rather than by an individual;
	  ○ (d) with written records kept of action taken?
	• Is such action taken in consultation with the student's church or sponsoring body?
	• Describe the steps available for a student to appeal a disciplinary action.

	Disciplinary actions:
	• Briefly indicate the nature of all cases of major disciplinary action in the past 3 years (do not include details that violate legitimate confidentiality).
	• Refer to written procedures and indicate to what degree these were followed in these cases.
	• In each case
	  ○ was action taken on the basis of group decision and with reference to written regulations familiar to students?
	  ○ Was action taken in consultation with the student's church or sponsoring body?
	  ○ Were any disciplinary actions later reversed on appeal?
	• *Have available for inspection by the visiting team the records of action taken on major discipline in the past 3 years.*
	• In the light of recent experience, in what ways might the procedures be improved or the regulations be revised?

5d Community life: Standard	
The institution should foster a healthy sense of community life among all members of the institution involved in theological education. An adequate programme of extracurricular activities with this in view should be conducted, including provision for social and physical recreation, under the general supervision of the administration. All student organisations in which theological education students normally take part should be properly organised and operated, and consciously fitted to the mission of the institution. Opportunity should be made for student involvement in the decision-making process for the community life of the institution. *For non-residential programmes, programmes offered through modular or block scheduling, and/or hybrid and distance programmes, the institution should have in place arrangements for students in such programmes to connect with each other and teaching staff in a learning community.* *The residential institution should also foster healthy relations and involvement with the local community in which it is situated, and especially with the local Christian community.*	
5d Community life	**Community life:** • Describe your institution's efforts to foster a healthy sense of community life among all members involved in TE (i.e., students, teaching staff, administrators and support staff). • Evaluate its degree of success, and in what ways it may be further improved. • Does your institution offer an adequate programme of extracurricular activities with this in view, under the general supervision of the administration, including provision for social and physical recreation?
	Student organisations: • Describe briefly all official student organisations in which TE students normally take part, and explain the purpose and role of each in relation to the mission of your institution. • What written materials govern student organisations and their operations, and are these observed in practice? • Is opportunity made for student involvement in the decision-making process for the community life of the institution?
	Non-residential programmes: • For any non-residential programmes, programmes offered through modular or block scheduling, online, hybrid or other distance programmes, describe and evaluate the arrangements your institution has in place for students to connect with each other and teaching staff in a learning community.

	Institutions offering individualised online or other distance TE programmes are encouraged to require designated periods of on-campus residency for such students in order to foster a healthy sense of community life among all members of the institution who are involved in TE.
	Community relations: • Describe and evaluate how your institution, or the department or school within the institution in which the TE programme is lodged, seeks to foster healthy relations and involvement with the local community in which it is situated, and especially with the local Christian community. • How might these efforts be improved?

5e Fees: Standard	
Student fees should be reviewed regularly. Review should give due consideration to both the financial needs of the institution and the financial abilities of the students and their churches and other sponsors. Scholarship aid programmes should be administered in keeping with written procedures, on the basis of group consultation and decision, and with formal records maintained of action taken.	
5e Fees	**Fee data:** • Show student fees and other charges in dollar (US) equivalents for each of the past 3 years. • Also show for each year what percentage of the institution's total income was covered by student fees.
	Review: • Describe and evaluate procedures for regular review of student fees. • Does such review give due consideration to both the financial needs of the institution and the financial abilities of the students and their churches and other sponsors? • Describe any changes in student fees in the past 3 years, and the basis for changes made.

	Financial aid:
	• Describe any financial aid programmes (including scholarships and bursaries) your institution administers for needy students, particularly those in TE.
	• Is this financial aid administered
	  ○ (a) in keeping with written procedures,
	  ○ (b) on the basis of group consultation and decision, and
	  ○ (c) with formal records maintained of action taken?
	• Evaluate the adequacy of these arrangements.
	Have the written procedures, and the records of actions taken for the past 3 years, available for inspection by the visiting ACTEA team.

PART C Conclude by summarising the principal strengths and weaknesses of your institution with respect to students, and outline the adjustments you have accordingly implemented or planned.	
	Summarise strengths
	Summarise weakness
	Outline adjustments implemented or planned

CONCLUSION	
Conclusion	• Conclude the entire SER with a carefully crafted evaluative summary of your ***major strengths and weaknesses*** identified by means of the self-evaluation process, and **<u>of actions taken to meet these</u>**. • Each such strength or weakness selected for presentation here should *derive from the lists concluding each section of the SER*. • From among those lists select the most noteworthy in interpreting your institution and its programme as a whole. • Most institutions have tended to limit their ***selection here to between 5 and 10*** of their most important strengths, and between 5 and 10 of their most important weaknesses. • For each weakness, briefly summarise any adjustments and improvements planned or implemented. • You may also add anything else you consider appropriate for the Conclusion. • For maximum impact the Conclusion should normally be kept brief.