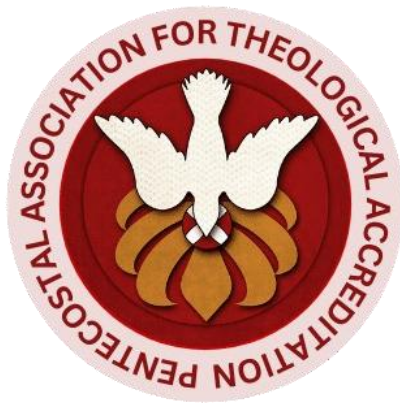




**Pentecostal Association for Theological
Accreditation (PATA)**

Accreditation Handbook

**Standards, Policies, and Procedures for Institutional
Accreditation**

First Edition | 2026

Published by

**Pentecostal Association for Theological
Accreditation (PATA)**



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PATA Accreditation Handbook Standards, Policies, and Procedures for Institutional Accreditation

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This handbook is published to guide theological institutions, accreditation peer reviewers, Commissioners, and educational leaders in understanding and implementing the accreditation standards, policies, and procedures established by PATA.

The standards and policies contained in this handbook are subject to periodic review and revision by the PATA Governing Board and Accreditation Commission. Institutions are responsible for ensuring they use the most current edition of this handbook.



Disclaimer

The PATA Accreditation Handbook establishes standards and procedures for voluntary institutional accreditation. Accreditation by PATA signifies that an institution has demonstrated substantial compliance with the published PATA Accreditation Standards at the time of review. Accreditation does not constitute government recognition, degree-awarding authority, legal registration, or professional licensure unless separately authorized by the appropriate governmental authority.

Institutions are responsible for complying with all applicable national, state, and local laws and regulations governing their establishment and operation.

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FOREWORD

The Pentecostal Association for Theological Accreditation (PATA) was established with a clear conviction: that theological education should be both biblically faithful and academically excellent, while remaining deeply rooted in the transforming work of the Holy Spirit.

Across India and South Asia, theological institutions play a vital role in preparing pastors, missionaries, educators, church leaders, and Christian workers to serve the Church and society. As ministry contexts continue to evolve, theological institutions must also pursue continuous growth in educational quality, governance, leadership, and institutional effectiveness.

The **PATA Accreditation Handbook** has been developed to provide a comprehensive framework for institutional quality assurance that reflects Pentecostal theology, Christian values, and internationally recognized accreditation practices. It is designed not merely as a compliance document, but as a practical guide for institutional development, continuous improvement, and faithful stewardship.

The standards contained in this handbook encourage institutions to strengthen every dimension of their ministry, including:

- Mission and governance.
- Academic programmes and curriculum.
- Faculty development.
- Student learning and support.
- Spiritual formation and ministry preparation.
- Research and scholarship.
- Financial stewardship.
- Institutional effectiveness.
- Continuous quality improvement.

PATA believes that accreditation is a ministry of service to the Church. Through peer review, institutional reflection, and collaborative improvement, accreditation promotes accountability, credibility, and excellence while respecting the unique mission and context of each institution.

This handbook has been prepared to assist institutions at every stage of their development—from emerging Bible colleges to established seminaries—by providing clear standards, transparent procedures, and practical guidance for achieving and maintaining accreditation.

We express our sincere appreciation to the educators, church leaders, accreditation specialists, and ministry partners whose wisdom, experience, and commitment have contributed to the development of this handbook. Their dedication reflects a shared desire to strengthen Pentecostal theological education for future generations.



It is our prayer that this handbook will serve as a valuable resource for institutions throughout India and South Asia, inspiring excellence in theological education, fostering Spirit-empowered leadership, and advancing the mission of Jesus Christ.

"Commit your work to the LORD, and your plans will be established." — Proverbs 16:3 (ESV)

May God bless every institution that seeks to glorify Him through faithful, Christ-centred, Spirit-empowered theological education.

Rev. Dr. Joseph Martin

President

Pentecostal Association for Theological Accreditation (PATA)

CHAIRMAN'S MESSAGE

It is with great joy and gratitude to God that I present this **PATA Accreditation Handbook**, a significant milestone in the continuing development of Pentecostal theological education in India and South Asia.

The Church today requires leaders who are spiritually mature, biblically grounded, academically competent, and equipped to minister effectively in a rapidly changing world. Theological institutions therefore carry a sacred responsibility to prepare men and women for faithful service through sound teaching, spiritual formation, and practical ministry.

The Pentecostal Association for Theological Accreditation (PATA) exists to strengthen theological institutions by promoting quality assurance, accountability, and continuous institutional improvement while preserving our Pentecostal identity and biblical convictions.

This handbook provides a comprehensive framework for institutional accreditation. It is intended not merely as a set of standards for evaluation but as a guide for institutional growth and excellence. Through self-study, peer review, and ongoing quality improvement, institutions are encouraged to strengthen their governance, academic programmes, faculty, student services, ministry formation, and overall effectiveness.

I express my sincere appreciation to the Accreditation Commission, Executive Leadership, peer reviewers, theological educators, and ministry partners who have contributed their wisdom, experience, and dedication to the preparation of this handbook. Their commitment reflects a shared vision of advancing quality theological education for the glory of God.



May this handbook serve as a valuable resource for Bible colleges, seminaries, and theological institutions throughout our region. It is my prayer that every institution accredited by PATA will become a model of biblical faithfulness, academic excellence, Spirit-empowered ministry, and servant leadership.

"Whatever you do, work at it with all your heart, as working for the Lord." — Colossians 3:23

May the Lord continue to bless and strengthen every institution committed to preparing faithful servants for His Kingdom.

Rev. John Chrispus Prakasam
Chairman
Pentecostal Association for Theological Accreditation (PATA)

MESSAGE FROM THE EXECUTIVE DIRECTOR OF THE ACCREDITATION COMMISSION

It is my privilege to present this **PATA Accreditation Handbook**, which represents a significant milestone in the continuing advancement of quality assurance in Pentecostal theological education across India and South Asia.

The work of accreditation extends beyond institutional evaluation. It is a ministry of partnership, encouragement, accountability, and continuous improvement. Through the accreditation process, PATA seeks to strengthen theological institutions by promoting biblical faithfulness, academic excellence, spiritual formation, effective governance, and responsible stewardship.

This handbook has been carefully developed to provide clear standards, transparent policies, and practical procedures that guide institutions throughout every stage of the accreditation journey. It reflects internationally recognized quality assurance principles while remaining firmly rooted in Pentecostal theology, the authority of Holy Scripture, and the mission of the Church.

The Accreditation Commission believes that excellence in theological education requires intentional planning, honest self-evaluation, collaborative peer review, and a sustained commitment to institutional effectiveness. Accreditation should therefore be viewed not merely as an external review, but as an ongoing process of organizational learning and continuous renewal.

Every institution is unique in its history, calling, and ministry context. For this reason, the PATA accreditation framework encourages institutions to build upon their strengths while identifying opportunities for growth and innovation. Our goal is not uniformity but faithful excellence, enabling institutions to fulfil their God-given mission with integrity and effectiveness.



I express my sincere appreciation to the PATA Governing Board, the Accreditation Commission, peer reviewers, theological educators, pastors, institutional leaders, and ministry partners whose dedication and professional contributions have made this handbook possible. Their collective wisdom and commitment have strengthened this resource for the benefit of theological institutions throughout our region.

We warmly invite Bible colleges, seminaries, and theological training institutions to embrace accreditation as a valuable opportunity for reflection, growth, and partnership. Together, we can strengthen Pentecostal theological education and prepare Christ-centred, Spirit-empowered leaders who will faithfully serve the Church and proclaim the Gospel throughout India, South Asia, and beyond.

"And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him." — Colossians 3:17 (NIV)

May the Lord continue to bless every institution that is committed to excellence in theological education and faithful service in His Kingdom.

Rev. Dr. Nelson Rathamani Anish
Accreditation Commission & Executive Director
Pentecostal Association for Theological Accreditation (PATA)



ACKNOWLEDGEMENTS

The Pentecostal Association for Theological Accreditation (PATA) gratefully acknowledges the guidance, wisdom, and support of the many individuals and organizations whose contributions have made the development of this **PATA Accreditation Handbook** possible.

Above all, we give thanks to Almighty God for His grace, wisdom, and faithfulness throughout the preparation of this handbook. We recognize that every effort to strengthen theological education is ultimately an act of service to Jesus Christ and His Church.

We express our sincere appreciation to the **PATA Governing Board** for its vision, leadership, encouragement, and commitment to establishing a credible and Christ-centred accreditation system for Pentecostal theological institutions across India and South Asia.

Special appreciation is extended to the **PATA Accreditation Commission**, whose members devoted significant time and professional expertise to the development and review of the accreditation standards, policies, and procedures contained in this handbook.

We also acknowledge the valuable contributions of theological educators, institutional leaders, peer reviewers, pastors, researchers, and ministry partners who generously shared their experience, insights, and recommendations during the preparation of this publication.

PATA gratefully recognizes the influence of internationally recognized quality assurance principles and best practices in theological education, while ensuring that this handbook faithfully reflects Pentecostal theology, biblical values, and the unique educational context of India and South Asia.

Finally, we express our gratitude to every Bible college, seminary, theological institution, church, and Christian organization committed to excellence in theological education. Your dedication to preparing faithful servants of Christ continues to inspire the work of PATA.

May this handbook serve the Church by encouraging academic excellence, spiritual formation, institutional integrity, and Spirit-empowered ministry for generations to come.

Pentecostal Association for Theological Accreditation (PATA)

2026



PENTECOSTAL ASSOCIATION FOR THEOLOGICAL ACCREDITATION (PATA)

ACCREDITATION HANDBOOK

Standards, Policies, and Procedures for Institutional Accreditation

2026 Edition

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PART I

FOUNDATIONS OF ACCREDITATION

CHAPTER 1

INTRODUCTION TO THE ACCREDITATION HANDBOOK

1.1 Purpose of the Handbook

The **Pentecostal Association for Theological Accreditation (PATA) Accreditation Handbook** is the official governing document for accreditation and quality assurance within PATA.

The Handbook establishes the principles, standards, policies, procedures, and evaluation framework through which theological institutions are guided, evaluated, and supported in their pursuit of excellence. It provides a consistent and transparent process for institutional accreditation, programme accreditation, self-study, peer review, accreditation decisions, and continuous quality improvement.

PATA views accreditation as a developmental partnership rather than merely an external evaluation. Through this process, institutions are encouraged to strengthen governance, improve academic quality, deepen spiritual formation, enhance ministerial preparation, and demonstrate faithful stewardship of the resources entrusted to them.

The Handbook serves as the principal reference for governing boards, institutional leaders, faculty members, quality assurance officers, accreditation commissioners, peer reviewers, and all others participating in the accreditation process.

1.2 Objectives of the Handbook

The objectives of this Handbook are to:

1. Establish a comprehensive framework for theological accreditation.
2. Promote biblical faithfulness and Pentecostal identity in theological education.
3. Encourage excellence in academic programmes and institutional governance.
4. Provide guidance for institutional self-evaluation and quality assurance.
5. Promote fairness, consistency, and transparency in accreditation decisions.
6. Foster continuous quality improvement and institutional effectiveness.
7. Strengthen leadership, faculty development, and educational innovation.
8. Enhance public confidence in accredited theological institutions.



9. Encourage collaboration among Pentecostal theological institutions.
10. Glorify God through excellence in theological education and ministry preparation.

1.3 Scope

This Handbook applies to all institutions seeking recognition, candidate status, initial accreditation, reaffirmation of accreditation, or programme accreditation through PATA.

The Handbook is intended for Bible colleges, theological seminaries, schools of ministry, Bible institutes, missionary training centres, Christian leadership institutes, graduate schools of theology, and other eligible institutions committed to Pentecostal theological education.

1.4 Guiding Principles

PATA's accreditation system is founded upon the following principles:

- Biblical Faithfulness
- Spirit-Empowered Education
- Academic Excellence
- Ministerial Effectiveness
- Institutional Integrity
- Accountability
- Transparency
- Collaboration
- Institutional Diversity
- Continuous Quality Improvement

These principles shape every standard, policy, procedure, and accreditation decision contained in this Handbook.

1.5 Authority

This Handbook is issued under the authority of the **Pentecostal Association for Theological Accreditation (PATA)** and approved by its governing bodies in accordance with the Constitution and Bylaws of the Association.

It shall remain the official reference document governing accreditation until revised or replaced by a subsequent edition.



PART I

FOUNDATIONS OF ACCREDITATION

CHAPTER 2

THE PENTECOSTAL ASSOCIATION FOR THEOLOGICAL ACCREDITATION (PATA)

2.1 About PATA

The **Pentecostal Association for Theological Accreditation (PATA)** is an independent, faith-based accrediting and quality assurance association dedicated to strengthening Pentecostal and Charismatic theological education throughout India and South Asia.

PATA exists to promote educational excellence by providing accreditation services, institutional mentoring, faculty development, and quality assurance guidance to Bible colleges, theological seminaries, schools of ministry, and other theological institutions. The Association seeks to encourage continuous institutional improvement while preserving biblical truth, Pentecostal identity, academic integrity, and ministerial effectiveness.

Recognizing the diversity of Pentecostal traditions and educational contexts, PATA respects the autonomy of each institution while encouraging shared standards of quality, ethical leadership, and responsible stewardship.

Through its relationship with the **Pentecostal Education Commission (PEC)**, formerly the **World Alliance for Pentecostal Theological Education (WAPTE)**, PATA seeks to align its accreditation philosophy with internationally recognized Pentecostal educational values while responding to the unique needs of theological institutions in India and South Asia.

2.2 Vision

To glorify God by nurturing a Spirit-led, doctrinally sound, and academically excellent community of Pentecostal theological institutions serving India and South Asia.



2.3 Mission

The mission of PATA is to strengthen Pentecostal theological education in India and South Asia by:

- Providing accreditation guidance and quality assurance services.
- Supporting institutional development through mentoring and consultation.
- Promoting faculty development and academic leadership.
- Encouraging collaboration and mutual accountability among Pentecostal theological institutions.
- Equipping Spirit-filled leaders to serve the Church and society under the guidance of the Holy Spirit.

2.4 Purpose

The purpose of the Pentecostal Association for Theological Accreditation is to provide a Spirit-led framework for theological institutions committed to Pentecostal identity, academic integrity, and ministerial excellence.

PATA seeks to ensure that theological education within member and applicant institutions is characterized by:

- Strong Pentecostal theology and doctrinal distinctives.
- Academic excellence across all levels of study.
- Intentional spiritual formation.
- Practical and effective ministry preparation.
- Contextualized training responsive to the needs of the Church and society.

To accomplish this purpose, PATA establishes and maintains accreditation standards that:

1. Guide institutional development and continuous quality improvement.
2. Provide a framework for institutional self-assessment.
3. Serve as the basis for peer review and accreditation decisions.
4. Encourage responsible cooperation and mutual recognition among theological institutions.
5. Strengthen confidence in Pentecostal theological education.



2.5 Objectives

PATA pursues the following objectives:

1. To support and accredit Pentecostal theological institutions in India and South Asia in alignment with the quality expectations of the **Pentecostal Education Commission (PEC)**.
2. To strengthen academic quality, curriculum integrity, and faculty development in Pentecostal theological education.
3. To provide mentoring and developmental pathways for emerging Bible colleges, ministry training centres, and church-based institutions.
4. To encourage unity, collaboration, and mutual accountability among Pentecostal theological institutions.
5. To serve the Church by equipping Spirit-filled leaders for ministry, mission, and service to society.
6. To promote continuous institutional improvement through accreditation, consultation, and quality assurance.
7. To encourage innovation and contextual theological education while remaining faithful to biblical truth.
8. To foster ethical leadership, responsible governance, and institutional sustainability.

2.6 Core Values

The ministry of PATA is founded upon the following core values.

2.6.1 Spirit-Empowered Education

We affirm that theological education must be guided by the Holy Spirit, integrating academic learning with prayer, worship, spiritual formation, and Pentecostal experience.

2.6.2 Biblical and Pentecostal Integrity

We uphold the Holy Scriptures as the inspired and authoritative Word of God and remain committed to faithful Pentecostal doctrine, Christ-centred theology, and biblical truth.

2.6.3 Academic and Ministerial Excellence

We promote excellence in theological scholarship, teaching, leadership development, and ministry preparation, equipping graduates to serve effectively in diverse ministry contexts.



2.6.4 Collaborative Unity

We encourage cooperation, mutual respect, and shared learning among Pentecostal churches, theological institutions, educators, and ministry organizations.

2.6.5 Contextual and Missional Relevance

We support theological education that responds faithfully to the cultural, social, and missional realities of India and South Asia while remaining firmly rooted in biblical truth.

2.6.6 Integrity, Accountability, and Transparency

We are committed to ethical leadership, responsible governance, objective accreditation processes, and transparent decision-making.

2.6.7 Capacity Building and Mentorship

We support institutions through mentoring, consultation, leadership development, and quality enhancement, particularly assisting emerging and developing theological institutions.

2.7 Our Impact

PATA exists to strengthen Pentecostal theological education and ministry training throughout India and South Asia.

Through accreditation, mentoring, and collaborative partnerships, PATA seeks to:

- Strengthen the quality and credibility of Bible colleges, seminaries, and ministry training institutions.
- Support developing institutions through structured pathways toward sustainable quality.
- Preserve Pentecostal doctrine rooted in Scripture and Spirit-empowered ministry.
- Develop faculty members, academic leaders, and institutional administrators.
- Foster unity and trust among Pentecostal churches and theological institutions.
- Equip biblically grounded and Spirit-filled leaders for ministry and mission.
- Contribute to the advancement of theological education across the region.



2.8 Relationship with the Pentecostal Education Commission (PEC), formerly the World Alliance for Pentecostal Theological Education (WAPTE)

PATA values its relationship with the **Pentecostal Education Commission (PEC), formerly the World Alliance for Pentecostal Theological Education (WAPTE)** which serves as the Education Commission of the Pentecostal World Fellowship (PWF). PATA seeks to promote quality assurance, academic excellence, and continuous improvement in Pentecostal theological education.

While PATA remains responsible for its own governance, standards, evaluation processes, and accreditation decisions, it encourages international collaboration and educational development in accordance with the applicable policies and formally agreed arrangements of the respective organizations.

2.9 Institutional Commitment

Institutions seeking accreditation through PATA are expected to demonstrate a commitment to:

- Biblical authority and Pentecostal identity.
- Sound governance and ethical leadership.
- Academic quality and institutional effectiveness.
- Student learning and spiritual formation.
- Responsible financial stewardship.
- Continuous quality improvement.
- Service to the Church and society.

2.10 Official Motto

"Accrediting Excellence • Advancing Ministry."

This motto reflects PATA's commitment to promoting excellence in theological education while preparing leaders who faithfully serve the Church and the Kingdom of God.



PART I

FOUNDATIONS OF ACCREDITATION

CHAPTER 3

STATEMENT OF FAITH

3.1 Preamble

The Pentecostal Association for Theological Accreditation (PATA) affirms the historic Christian faith as revealed in the Holy Scriptures and embraces the essential doctrinal convictions of the classical Pentecostal movement.

The Statement of Faith provides the theological foundation for the Association's mission, accreditation standards, and educational philosophy. While PATA recognizes the diversity of Pentecostal fellowships and theological institutions, all member and applicant institutions are expected to demonstrate a clear commitment to biblical authority and maintain a published statement of faith consistent with their institutional mission.

PATA does not seek to impose denominational uniformity; however, accredited institutions shall uphold the core doctrines of the Christian faith and maintain theological integrity in teaching, learning, research, worship, and ministry formation.

3.2 The Holy Scriptures

We believe that the Holy Scriptures, consisting of the Old and New Testaments, are verbally inspired by God and constitute the infallible, authoritative, and sufficient Word of God. The Scriptures are the supreme rule for faith, doctrine, Christian living, and ministry.

Scripture References: 2 Timothy 3:16–17; 2 Peter 1:20–21.

3.3 The One True God

We believe in one eternal God who exists in three Persons: the Father, the Son, and the Holy Spirit. These three Persons are equal in deity, glory, and majesty and are worthy of worship, honor, and obedience.

Scripture References: Deuteronomy 6:4; Matthew 28:19; 2 Corinthians 13:14.

3.4 The Lord Jesus Christ



We believe that Jesus Christ is the eternal Son of God. We affirm His virgin birth, sinless life, divine nature, atoning death, bodily resurrection, ascension, present ministry as our High Priest, and future visible return in glory.

Scripture References: John 1:1–14; Philippians 2:5–11; Hebrews 4:14–16.

3.5 The Fall of Humanity

We believe that humanity was created in the image of God but fell into sin through voluntary disobedience. As a result, all people are separated from God and are in need of redemption through Jesus Christ.

Scripture References: Genesis 1:26–27; Genesis 3; Romans 3:23; Romans 5:12.

3.6 Salvation

We believe that salvation is provided solely through the grace of God by faith in the Lord Jesus Christ. Through repentance, faith, and the regenerating work of the Holy Spirit, believers receive forgiveness of sins, new life, and the assurance of eternal life.

Scripture References: Ephesians 2:8–9; Titus 3:5–7; Romans 10:9–10.

3.7 The Ordinances of the Church

We recognize two ordinances instituted by the Lord Jesus Christ:

- Water Baptism by immersion for believers.
- The Lord's Supper (Holy Communion) as a remembrance of Christ's sacrifice and a proclamation of His return.

Scripture References: Matthew 28:19; 1 Corinthians 11:23–26.

3.8 The Baptism in the Holy Spirit

We believe that all believers are entitled to seek and receive the baptism in the Holy Spirit for empowerment in Christian life and ministry. In accordance with classical Pentecostal teaching, we affirm the initial physical evidence of speaking in other tongues as the Spirit gives utterance.

Scripture References: Acts 1:8; Acts 2:4; Acts 10:44–46; Acts 19:6.



3.9 Sanctification

We believe that sanctification is the ongoing work of the Holy Spirit by which believers are separated unto God and progressively conformed to the image of Christ through obedience to God's Word.

Scripture References: Romans 12:1–2; 1 Thessalonians 5:23–24.

3.10 The Church and Its Mission

We believe that the Church is the Body of Christ, called to worship God, proclaim the Gospel, make disciples, demonstrate Christian compassion, and serve faithfully until the return of Christ.

Scripture References: Ephesians 1:22–23; Matthew 28:19–20.

3.11 Christian Ministry

We believe that God calls and equips men and women for Christian ministry according to the gifts and calling He has bestowed upon them. Ministry exists for the proclamation of the Gospel, the nurturing of believers, and the building up of the Body of Christ.

Scripture References: Ephesians 4:11–13; 2 Timothy 2:2.

3.12 Divine Healing

We believe that divine healing is provided through the redemptive work of Jesus Christ and that believers are encouraged to pray in faith for healing while trusting in God's sovereign will.

Scripture References: Isaiah 53:4–5; James 5:14–16.

3.13 The Blessed Hope

We believe in the imminent return of the Lord Jesus Christ. This blessed hope inspires holy living, faithful service, and confident expectation among believers.

Scripture References: 1 Thessalonians 4:16–17; Titus 2:13.



3.14 The Final Judgment

We believe that God will judge all humanity with righteousness. Those who have trusted in Christ will enjoy eternal fellowship with God, while those who reject His grace will face eternal separation from Him.

Scripture References: Revelation 20:11–15.

3.15 The New Heaven and the New Earth

We believe in God's promise to establish a new heaven and a new earth where righteousness dwells and where God's redeemed people shall live with Him forever.

Scripture References: 2 Peter 3:13; Revelation 21:1–4.

3.16 Institutional Commitment

Institutions seeking accreditation through PATA shall maintain a published statement of faith that is consistent with their mission and educational philosophy. While denominational distinctives may vary, institutions shall demonstrate commitment to the historic Christian faith and the essential theological convictions affirmed by PATA.

The Statement of Faith provides the theological foundation upon which PATA's accreditation standards, educational philosophy, and quality assurance framework are established.

PART I

FOUNDATIONS OF ACCREDITATION

CHAPTER 4

GOVERNANCE, ORGANIZATIONAL STRUCTURE, AND ADMINISTRATION

4.1 Purpose

The governance structure of the Pentecostal Association for Theological Accreditation (PATA) provides strategic leadership, policy oversight, and administrative direction



for the Association. It ensures that accreditation activities are conducted with integrity, fairness, transparency, accountability, and professional competence.

The governance system is designed to preserve the independence of accreditation decisions while promoting collaboration among churches, theological institutions, educators, and Christian leaders.

4.2 Principles of Governance

The governance of PATA shall be based upon the following principles:

1. Biblical leadership and servant stewardship.
2. Institutional accountability.
3. Transparency in decision-making.
4. Fair and impartial accreditation.
5. Ethical conduct and professional responsibility.
6. Respect for institutional autonomy.
7. Continuous quality improvement.
8. Responsible stewardship of resources.
9. Collaborative leadership.
10. Commitment to the mission and vision of PATA.

4.3 Organizational Structure

PATA shall operate through the following governance structure:





- Standards Committee
- Quality Assurance Committee
- Peer Review Committee
 - Ethics Committee
 - Appeals Committee
 - Finance Committee
- Research and Development Committee



Peer Review Teams



Member and Accredited Institutions

4.4 General Assembly

The General Assembly is the highest representative body of PATA.

Functions

The General Assembly shall:

- Elect officers in accordance with the Constitution.
- Receive annual reports.
- Consider strategic priorities.
- Approve constitutional amendments.
- Promote fellowship and cooperation among member institutions.
- Affirm the long-term vision and mission of the Association.

The General Assembly shall not participate in individual accreditation decisions.

4.5 Board of Directors

The Board of Directors is the governing authority responsible for the strategic leadership of PATA.

Responsibilities

The Board shall:

- Approve accreditation policies.
- Approve accreditation standards.
- Adopt strategic plans.
- Approve the annual budget.



- Oversee financial stewardship.
- Appoint members of the Accreditation Commission.
- Approve major policy revisions.
- Safeguard the independence and integrity of accreditation.
- Ensure legal and constitutional compliance.
- Review organizational performance.

The Board shall not interfere with the objective evaluation of institutions or the professional judgment of peer review teams.

4.6 Executive Committee

The Executive Committee acts on behalf of the Board between scheduled meetings.

The Committee shall:

- Supervise operational matters.
- Monitor implementation of Board decisions.
- Recommend policy revisions.
- Review administrative reports.
- Support strategic initiatives.
- Provide guidance to the Secretariat.

The Executive Committee shall not alter accreditation recommendations without following established procedures.

4.7 Accreditation Commission

The Accreditation Commission is responsible for evaluating institutions against PATA's accreditation standards, reviewing institutional self-study reports and peer review findings, and making final accreditation decisions. Its responsibilities include granting, denying, deferring, suspending, withdrawing, and reaffirming accreditation in accordance with the PATA Constitution and Bylaws, accreditation standards, and established policies and procedures.

Responsibilities

The Commission shall:

- Review institutional self-study reports.
- Examine peer review findings.
- Evaluate institutional compliance with accreditation standards.
- Make final accreditation decisions.
- Require progress reports where appropriate.
- Monitor accredited institutions.



- Make decisions regarding reaffirmation, probation, suspension, or withdrawal of accreditation.
- Promote continuous quality improvement.

Members of the Commission shall exercise independent professional judgment and shall disclose any conflict of interest before participating in accreditation deliberations.

4.8 Executive Director

The Executive Director serves as the chief administrative officer of PATA and is responsible for implementing the policies and decisions of the Board of Directors.

The Executive Director shall:

- Provide administrative leadership.
- Coordinate accreditation activities.
- Supervise the Secretariat.
- Implement Board policies.
- Maintain official records.
- Represent PATA in approved forums.
- Support committees and peer review teams.
- Prepare annual operational reports.
- Promote institutional relationships and quality assurance initiatives.

4.9 Secretariat

The Secretariat is responsible for the day-to-day administration of PATA.

Its responsibilities include:

- Receiving accreditation applications.
- Maintaining institutional records.
- Coordinating correspondence.
- Organizing meetings and site visits.
- Maintaining accreditation files.
- Supporting committees.
- Publishing official documents.
- Ensuring confidentiality of records.

4.10 Standing Committees

PATA may establish standing committees to assist in fulfilling its mission.



Standards Committee

Reviews accreditation standards and recommends revisions.

Quality Assurance Committee

Promotes institutional effectiveness, quality improvement, and monitoring.

Peer Review Committee

Recruits, trains, and evaluates peer reviewers.

Ethics Committee

Reviews ethical concerns, conflicts of interest, and professional conduct.

Appeals Committee

Reviews appeal submitted by applicant or accredited institutions in accordance with established procedures.

Finance Committee

Provides oversight of budgeting, financial planning, auditing, and stewardship.

Research and Development Committee

Encourages research, innovation, benchmarking, publications, and the continuous development of accreditation policies.

4.11 Peer Review Teams

Peer Review Teams are appointed by PATA to conduct institutional evaluations.

Peer reviewers shall:

- Demonstrate professional competence.
- Maintain confidentiality.
- Declare conflicts of interest.
- Conduct objective and evidence-based evaluations.
- Respect institutional diversity.
- Submit accurate and timely reports.



4.12 Institutional Accreditation Liaison Officer

Each institution seeking accreditation shall appoint an Accreditation Liaison Officer.

The Liaison Officer shall:

- Coordinate institutional accreditation activities.
- Organize the institutional self-study.
- Collect and maintain supporting evidence.
- Serve as the official point of communication with PATA.
- Coordinate site visit logistics.
- Monitor institutional follow-up after accreditation.

4.13 Independence of Accreditation

Accreditation decisions shall remain independent of political, denominational, financial, or personal influence.

All accreditation recommendations shall be based solely upon documented evidence, institutional performance, and compliance with PATA standards.

4.14 Conflict of Interest

All officers, commissioners, committee members, peer reviewers, consultants, and staff shall disclose any actual, potential, or perceived conflict of interest.

Individuals with a conflict shall not participate in the review, discussion, or decision concerning the institution involved.

4.15 Confidentiality

All accreditation records, reports, evaluations, correspondence, and institutional information shall be treated as confidential unless officially released by PATA or authorized by law.

Peer reviewers and committee members shall sign a confidentiality agreement before participating in accreditation activities.



4.16 Governance Review

The governance structure of PATA shall be reviewed at least once every five (5) years to ensure its continued effectiveness, accountability, and alignment with the Association's mission and strategic objectives.

Key Definitions

Board of Directors – The governing body responsible for policy, strategy, and oversight.

Accreditation Commission – The independent body responsible for evaluating institutions, making final accreditation decisions, and overseeing accreditation quality assurance.

Executive Director – The chief administrative officer responsible for implementing Board policies.

Peer Review Team – A team of qualified evaluators appointed to conduct institutional reviews.

Secretariat – The administrative office responsible for accreditation operations.

PART I

FOUNDATIONS OF ACCREDITATION

CHAPTER 5

ACCREDITATION PHILOSOPHY

5.1 Introduction

The Pentecostal Association for Theological Accreditation (PATA) believes that accreditation is a ministry of stewardship and a process of continuous institutional improvement. Accreditation is more than an external evaluation; it is a collaborative partnership through which institutions examine their mission, assess their effectiveness, strengthen their educational practices, and demonstrate accountability to the Church, students, and society.

PATA recognizes that theological education is both an academic and spiritual ministry. Therefore, accreditation evaluates not only institutional systems and



academic quality but also the institution's commitment to biblical faithfulness, spiritual formation, ministerial preparation, ethical leadership, and service to the Kingdom of God.

The accreditation process is intended to encourage excellence rather than merely determine compliance. Institutions are expected to develop a culture of continuous improvement that is integrated into every aspect of institutional life.

5.2 Philosophy of Accreditation

PATA's philosophy of accreditation is founded upon the following convictions:

1. Theological education is a sacred ministry entrusted to the Church.
2. Quality assurance is an expression of faithful stewardship.
3. Accreditation promotes institutional improvement rather than institutional control.
4. Educational quality is demonstrated through evidence of effectiveness.
5. Peer review strengthens institutions through professional dialogue and shared learning.
6. Institutional diversity enriches theological education while maintaining common standards of quality.
7. Continuous improvement is the responsibility of every institution.
8. Accreditation serves both the Church and society by promoting confidence in theological education.

5.3 Purpose of Accreditation

The purpose of accreditation is to:

- Encourage biblical faithfulness and Pentecostal identity.
- Promote excellence in theological education.
- Strengthen institutional governance and leadership.
- Improve curriculum, teaching, and learning.
- Enhance student learning and spiritual formation.
- Foster ministerial competence and leadership development.
- Encourage research and scholarly engagement.
- Promote institutional accountability.
- Support continuous quality improvement.
- Build public confidence in accredited institutions.

5.4 Principles of Accreditation

PATA accreditation is guided by the following principles.



5.4.1 Mission-Centred

Every institution shall clearly define its mission and demonstrate that its governance, programmes, and activities consistently support that mission.

5.4.2 Biblical Faithfulness

The institution shall uphold the authority of Scripture and remain faithful to its stated theological convictions.

5.4.3 Academic Excellence

Educational programmes shall demonstrate academic rigor, qualified faculty, effective teaching, meaningful assessment, and appropriate learning resources.

5.4.4 Spirit-Empowered Formation

Theological education shall intentionally cultivate spiritual maturity, Christian character, servant leadership, and dependence upon the Holy Spirit.

5.4.5 Institutional Effectiveness

Institutions shall regularly assess their performance, evaluate outcomes, and implement measurable improvements.

5.4.6 Evidence-Based Evaluation

Accreditation decisions shall be based upon verifiable evidence rather than opinion or assumption.

5.4.7 Peer Review

Evaluation shall be conducted by trained peers who possess appropriate academic, ministerial, and professional expertise.

5.4.8 Integrity and Transparency

The accreditation process shall be conducted fairly, ethically, consistently, and transparently.

5.5 Institutional Autonomy

PATA recognizes the autonomy of accredited institutions.



Accreditation does not transfer institutional governance or administrative authority to PATA. Each institution retains responsibility for its governance, finances, academic programmes, personnel, and doctrinal position.

PATA evaluates institutional effectiveness while respecting legitimate differences in denominational affiliation, governance structure, educational model, language, and ministry context.

5.6 Continuous Quality Improvement

PATA expects every accredited institution to establish an Internal Quality Assurance System (IQAS) that promotes ongoing evaluation and improvement.

Continuous Quality Improvement shall include:

- Strategic planning.
- Annual institutional review.
- Programme evaluation.
- Assessment of student learning outcomes.
- Faculty performance review.
- Institutional effectiveness assessment.
- Stakeholder feedback.
- Evidence-based decision-making.
- Periodic policy review.

Quality assurance is viewed as an ongoing institutional responsibility rather than an activity undertaken only during accreditation visits.

5.7 Outcomes-Based Education

PATA encourages institutions to adopt an Outcomes-Based Education (OBE) approach.

Institutions should:

- Clearly define programme learning outcomes.
- Align curriculum with learning outcomes.
- Use appropriate assessment methods.
- Measure student achievement.
- Use assessment results for programme improvement.

The emphasis shall be placed upon demonstrated learning and ministry competence rather than instructional activities alone.



5.8 Quality Assurance Framework

PATA's accreditation framework is built upon five interconnected dimensions of institutional quality:

Mission

The institution clearly defines and faithfully pursues its mission.

Academic Excellence

The institution provides high-quality teaching, learning, assessment, and scholarship.

Spiritual and Ministerial Formation

The institution intentionally develops Christian character, spiritual maturity, and ministry competence.

Institutional Capacity

The institution demonstrates effective governance, qualified personnel, sustainable finances, appropriate facilities, and adequate learning resources.

Continuous Improvement

The institution uses evidence, assessment, and strategic planning to strengthen its effectiveness over time.

These five dimensions form the foundation for all PATA accreditation standards.

5.9 Characteristics of a Quality Institution

A quality theological institution demonstrates:

- A clearly articulated mission.
- Effective governance.
- Qualified faculty.
- Relevant academic programmes.
- Student-centred learning.
- Sound assessment practices.
- Strong spiritual formation.
- Practical ministry preparation.
- Financial sustainability.
- Adequate facilities and technology.
- Ethical leadership.
- Continuous institutional improvement.



5.10 Benefits of Accreditation

Accreditation provides benefits to institutions by:

- Strengthening institutional credibility.
- Enhancing public confidence.
- Improving governance and leadership.
- Supporting strategic planning.
- Encouraging faculty development.
- Improving curriculum quality.
- Enhancing student learning.
- Promoting institutional accountability.
- Facilitating collaboration and networking.
- Encouraging a culture of excellence and continuous improvement.

5.11 Commitment to Excellence

PATA affirms that excellence in theological education is an ongoing pursuit. Accredited institutions are expected to demonstrate faithfulness to their mission, commitment to biblical truth, academic integrity, responsible governance, and continuous quality enhancement.

Accreditation is therefore not regarded as an end in itself but as a continuing journey toward greater effectiveness in serving the Church, society, and the Kingdom of God.

PART II

ACCREDITATION FRAMEWORK

CHAPTER 6

TYPES OF ACCREDITATION AND RECOGNITION

6.1 Introduction

The Pentecostal Association for Theological Accreditation (PATA) provides a structured accreditation system designed to encourage institutional development, assure educational quality, and promote continuous improvement. Recognizing that institutions vary in their stage of development and organizational capacity, PATA offers several categories of accreditation and recognition.



Each category reflects a different level of institutional readiness and compliance with PATA's standards. Accreditation is granted only after a comprehensive evaluation that includes institutional self-study, peer review, and a decision by the Accreditation Commission.

Accreditation is voluntary and is intended to support institutions in strengthening their mission, academic quality, governance, spiritual formation, and ministerial effectiveness.

6.2 Categories of Recognition

PATA may grant the following categories of recognition:

1. Applicant Institution
2. Candidate Status
3. Initial Accreditation
4. Full Institutional Accreditation
5. Programme Accreditation
6. Reaffirmation of Accreditation
7. Accredited Member Institution
8. Affiliate Institution (Non-Accredited)

6.3 Applicant Institution

An Applicant Institution is an institution that has formally submitted an application for accreditation.

Applicant status indicates only that the institution has entered the accreditation process.

Applicant status:

- Does not constitute accreditation.
- Shall not be used for advertising institutional quality.
- Shall remain valid until the eligibility review is completed.
- May be withdrawn if required documentation is not submitted within the prescribed period.

6.4 Candidate Status

Candidate Status is granted to institutions that satisfy the eligibility requirements and demonstrate sufficient readiness to pursue accreditation but have not yet met all accreditation standards.

Candidate Status is developmental in nature.



Institutions granted Candidate Status shall:

- Complete the institutional self-study.
- Establish an Internal Quality Assurance System (IQAS).
- Address identified deficiencies.
- Submit required progress reports.
- Prepare for the initial accreditation site visit.

Candidate Status does not imply accredited status.

Unless otherwise approved by the Accreditation Commission, Candidate Status shall normally remain valid for **up to two (2) years**. An extension may be granted in exceptional circumstances upon written request and evidence of satisfactory progress.

6.5 Initial Institutional Accreditation

Initial Accreditation may be granted to institutions that substantially comply with PATA accreditation standards following a comprehensive evaluation.

The evaluation shall include:

- Eligibility review.
- Institutional self-study.
- Peer review.
- Site visit.
- Review by the Accreditation Commission.
- Final accreditation decision.

Initial Accreditation is normally granted for a period of **up to three (3) years**, during which the institution shall demonstrate continued compliance and progress toward long-term institutional effectiveness.

6.6 Full Institutional Accreditation

Full Institutional Accreditation is granted to institutions that demonstrate sustained compliance with PATA's accreditation standards and have established effective systems of governance, academic quality, financial stewardship, spiritual formation, and continuous improvement.

Full Accreditation confirms that the institution has achieved an acceptable level of institutional effectiveness and educational quality.

Unless otherwise determined by the Accreditation Commission, Full Institutional Accreditation shall be valid for **five (5) years**, subject to annual reporting and ongoing monitoring.



6.7 Programme Accreditation

Programme Accreditation evaluates the quality of a specific academic programme rather than the institution as a whole.

Programme Accreditation may be granted to undergraduate, graduate, postgraduate, doctoral, diploma, certificate, or specialized ministry programmes that demonstrate compliance with applicable programme standards.

Programme Accreditation may be granted independently or in conjunction with Institutional Accreditation, subject to PATA policies.

6.8 Reaffirmation of Accreditation

Reaffirmation of Accreditation is the process through which an accredited institution demonstrates continued compliance with PATA standards before the expiration of its accreditation period.

The reaffirmation process shall normally include:

- Updated institutional self-study.
- Annual reports.
- Evidence of continuous quality improvement.
- Peer review.
- Site visit, where required.
- Review by the Accreditation Commission.

Successful reaffirmation extends accreditation for an additional period determined by PATA policy.

6.9 Accredited Member Institution

An Accredited Member Institution is an institution that has been granted Initial or Full Institutional Accreditation and remains in good standing with PATA.

Accredited Member Institutions may:

- Publicly identify themselves as accredited by PATA.
- Participate in PATA conferences, consultations, and professional development programmes.
- Receive guidance and quality assurance support.
- Nominate qualified individuals to serve as peer reviewers or committee members, subject to PATA policies.

Accredited Member Institutions shall continue to comply with all reporting and accreditation requirements.



6.10 Affiliate Institution

An Affiliate Institution is an institution that desires to participate in the educational and professional activities of PATA but has not applied for, or has not yet obtained, accreditation.

Affiliate status:

- Encourages institutional engagement and professional development.
- Does not imply accreditation or candidate status.
- Shall not be represented as accreditation in institutional publications or promotional materials.
- May provide access to selected PATA resources and activities as determined by Association policy.

6.11 Accreditation Cycle

The normal accreditation cycle consists of the following stages:

1. Application
2. Eligibility Review
3. Applicant Status
4. Candidate Status (where applicable)
5. Institutional Self-Study
6. Submission of Supporting Evidence
7. Peer Review
8. Site Visit
9. Accreditation Commission Review
10. Accreditation Decision
11. Annual Monitoring
12. Reaffirmation of Accreditation

The Accreditation Commission may modify the sequence or require additional review where circumstances warrant.

6.12 Public Disclosure

Only institutions that have been formally granted Initial Accreditation or Full Institutional Accreditation may publicly state that they are accredited by PATA.

Institutions holding Applicant, Candidate, or Affiliate status shall accurately describe their relationship with PATA and shall not use language that could reasonably be interpreted as indicating accredited status.



6.13 Withdrawal or Expiration of Status

An accreditation or recognition status may expire, be voluntarily surrendered, be suspended, or be withdrawn in accordance with PATA policies.

The procedures governing such actions are described in the chapters on Accreditation Decisions, Monitoring, Appeals, and Sanctions.

6.14 General Principles

All accreditation and recognition decisions shall be based upon:

- Compliance with PATA standards.
- Verifiable evidence.
- Institutional effectiveness.
- Ethical conduct.
- Peer review findings.
- Accreditation Commission decisions.
- Established PATA policies and procedures.

No accreditation category shall be granted solely on the basis of institutional reputation, denominational affiliation, financial capacity, or years of operation.

PART II

ACCREDITATION FRAMEWORK

CHAPTER 7

ELIGIBILITY REQUIREMENTS

7.1 Purpose

The eligibility requirements establish the minimum conditions that an institution must satisfy before entering the PATA accreditation process.

Meeting the eligibility requirements does not guarantee accreditation. Rather, eligibility confirms that an institution has the legal authority, organizational capacity,



academic foundation, and institutional commitment necessary to undertake the accreditation process.

Institutions that do not satisfy the eligibility requirements may receive developmental guidance from PATA and may reapply after addressing identified deficiencies.

7.2 Basic Eligibility

An institution seeking accreditation shall demonstrate that it:

1. Is established for the purpose of theological, biblical, ministerial, or Christian leadership education.
2. Operates in a manner consistent with its stated Christian mission.
3. Maintains a published Statement of Faith compatible with the doctrinal foundation of PATA.
4. Is legally constituted or otherwise authorized to operate within the applicable laws of its jurisdiction.
5. Demonstrates institutional stability and the capacity to sustain its educational programmes.

7.3 Institutional Identity

The institution shall clearly define and publish its:

- Vision
- Mission
- Educational objectives
- Governance structure
- Statement of Faith
- Academic policies

These documents shall be approved by the governing authority and made available to students, faculty, and stakeholders.

7.4 Governance Requirements

The institution shall demonstrate effective governance through:

- A legally constituted governing board or equivalent authority.
- Clearly defined leadership responsibilities.
- Written governance policies.
- Regular board meetings with recorded minutes.
- Ethical decision-making practices.
- Accountability and oversight mechanisms.



The governing board shall exercise ultimate responsibility for institutional mission, policy, finance, and strategic direction.

7.5 Academic Requirements

The institution shall demonstrate that:

- Academic programmes are clearly defined.
- Programme objectives are published.
- Curriculum is appropriate to the level of study.
- Academic policies are documented and consistently implemented.
- Student assessment practices are fair and transparent.
- Academic records are securely maintained.

7.6 Faculty Requirements

The institution shall employ qualified faculty members who:

- Possess appropriate academic and ministerial qualifications.
- Demonstrate competence in teaching.
- Support the mission and doctrinal commitments of the institution.
- Participate in professional and spiritual development.
- Maintain ethical standards of conduct.

The institution shall maintain written faculty appointment, evaluation, and development policies.

7.7 Student Requirements

The institution shall demonstrate that it:

- Has clearly published admission requirements.
- Maintains accurate student records.
- Provides academic advising.
- Supports student spiritual formation.
- Has written policies regarding student rights, responsibilities, discipline, and appeals.
- Maintains procedures for graduation and certification.

7.8 Financial Requirements

The institution shall demonstrate financial responsibility through:

- A sustainable financial model.
- Annual budgets approved by the governing board.
- Accurate financial records.



- Appropriate internal financial controls.
- Responsible stewardship of institutional resources.
- Compliance with applicable legal and financial obligations.

PATA may request audited or independently reviewed financial statements where appropriate.

7.9 Physical Facilities

The institution shall provide facilities appropriate to its educational mission, including:

- Classrooms.
- Administrative offices.
- Library or learning resource facilities.
- Student support areas.
- Chapel or worship facilities, where applicable.
- Safe and healthy learning environments.

Facilities shall be adequate for the number of students enrolled and the programmes offered.

7.10 Library and Learning Resources

The institution shall maintain learning resources sufficient to support its educational programmes.

Resources may include:

- Printed books.
- Electronic books.
- Academic journals.
- Digital databases.
- Library management systems.
- Online learning resources.

The collection shall be regularly reviewed and updated.

7.11 Educational Technology

Where technology is used for teaching and learning, the institution shall demonstrate that:

- Appropriate technological infrastructure is available.
- Faculty members receive training.
- Students have reasonable access to required technology.



- Digital learning resources support programme objectives.
- Online learning is effectively managed.

7.12 Spiritual Formation

The institution shall intentionally promote the spiritual growth of students through activities such as:

- Corporate worship.
- Prayer.
- Biblical discipleship.
- Christian fellowship.
- Ministry experience.
- Mentoring and pastoral care.

Spiritual formation shall be integrated into the educational experience.

7.13 Ministry Preparation

The institution shall provide opportunities for supervised ministry appropriate to its mission and programmes.

Practical ministry may include:

- Local church ministry.
- Evangelism.
- Mission outreach.
- Community service.
- Internship.
- Field education.
- Ministry reflection.

7.14 Institutional Effectiveness

The institution shall demonstrate a commitment to continuous improvement through:

- Strategic planning.
- Annual evaluation.
- Programme review.
- Student learning assessment.
- Faculty evaluation.
- Institutional research.
- Stakeholder feedback.
- Quality assurance processes.



Evidence shall demonstrate that assessment results are used to improve institutional effectiveness.

7.15 Ethical Conduct

The institution shall conduct its operations with integrity, honesty, fairness, and accountability.

The institution shall maintain written policies regarding:

- Academic integrity.
- Financial accountability.
- Human resources.
- Student grievances.
- Non-discrimination.
- Conflict of interest.
- Protection of confidential information.

7.16 Required Documents

Applicants shall submit, at a minimum:

1. Completed accreditation application.
2. Institutional profile.
3. Constitution or governing documents.
4. Statement of Faith.
5. Vision and mission statements.
6. Organizational chart.
7. Strategic plan (if available).
8. Academic catalogue or prospectus.
9. Faculty list with qualifications.
10. Student enrolment data.
11. Financial information.
12. Sample course syllabi.
13. Library resource summary.
14. Policies and procedures manual.
15. Evidence of legal registration or authorization to operate.

Additional documentation may be requested by PATA where necessary.

7.17 Eligibility Review

Following submission of the required documentation, PATA shall conduct an eligibility review to determine whether the institution is prepared to enter the accreditation process.



The review may include:

- Document analysis.
- Requests for additional information.
- Online meetings.
- Preliminary institutional consultation.
- An eligibility visit, where appropriate.

Upon completion of the review, the institution may be:

- Accepted as an Applicant Institution.
- Granted Candidate Status.
- Requested to address deficiencies before proceeding.
- Advised to postpone application until eligibility requirements are met.

7.18 General Policy

Eligibility is the beginning of the accreditation process and not a guarantee of accreditation.

Institutions remain responsible for demonstrating substantial compliance with all accreditation standards throughout the accreditation process.

PART II

ACCREDITATION FRAMEWORK

CHAPTER 8

Accreditation Standards Framework

8.1 Purpose

The accreditation process established by the Pentecostal Association for Theological Accreditation (PATA) is designed to evaluate the quality, effectiveness, and integrity of theological institutions through a transparent, evidence-based, and peer-reviewed process.

Accreditation is intended to encourage institutional reflection, continuous improvement, and accountability while recognizing institutions that demonstrate substantial compliance with PATA's accreditation standards.



The process is developmental rather than punitive and seeks to strengthen institutions through constructive evaluation and professional collaboration.

8.2 Overview of the Accreditation Process

The normal accreditation process consists of the following stages:

1. Initial Inquiry
2. Application for Accreditation
3. Eligibility Review
4. Applicant or Candidate Status
5. Institutional Self-Study
6. Submission of Supporting Evidence
7. Document Review
8. Appointment of Peer Review Team
9. Site Visit
10. Peer Review Report
11. Institutional Response
12. Accreditation Commission Review
13. Accreditation Decision
14. Publication of Accreditation Status
15. Annual Monitoring
16. Reaffirmation of Accreditation

8.3 Initial Inquiry

Institutions interested in accreditation are encouraged to contact the PATA Secretariat for preliminary guidance.

During this stage, PATA may:

- Explain accreditation requirements.
- Provide accreditation materials.
- Conduct orientation meetings.
- Answer institutional questions.
- Recommend preparatory activities.

An initial inquiry does not constitute an application for accreditation.

8.4 Application for Accreditation

An institution seeking accreditation shall submit:

- Official Application Form.
- Required application fee.
- Institutional Profile.



- Supporting documentation specified in Chapter 7.

The application shall be signed by the Chief Executive Officer or Head of Institution and the Chairperson of the Governing Board, affirming the accuracy of the information provided.

8.5 Eligibility Review

Upon receipt of the application, PATA shall conduct an eligibility review.

The review shall determine whether the institution satisfies the minimum eligibility requirements established by PATA.

The review may include:

- Document review.
- Requests for clarification.
- Virtual meetings.
- Preliminary institutional consultation.
- Eligibility visit, where necessary.

Following the review, PATA shall notify the institution in writing of the outcome.

8.6 Applicant or Candidate Status

Following a successful eligibility review, the institution may be designated as:

- Applicant Institution, or
- Candidate Institution.

The assigned status shall depend upon the institution's level of organizational and academic readiness.

The institution shall be informed of any additional requirements that must be completed before proceeding to the next stage.

8.7 Institutional Self-Study

The institutional self-study is a comprehensive evaluation conducted by the institution using the PATA Accreditation Standards.

The self-study shall:

- Evaluate institutional effectiveness.
- Demonstrate compliance with accreditation standards.
- Identify institutional strengths.



- Identify areas requiring improvement.
- Present evidence supporting institutional claims.
- Develop an institutional improvement plan.

The self-study shall be approved by the institution's governing authority before submission.

8.8 Supporting Evidence

The institution shall submit evidence supporting the self-study.

Evidence may include:

- Policies and procedures.
- Strategic plans.
- Academic catalogues.
- Curriculum documents.
- Course syllabi.
- Faculty qualifications.
- Student records.
- Assessment reports.
- Financial statements.
- Governing board minutes.
- Library reports.
- Institutional statistics.
- Quality assurance reports.

Evidence shall be accurate, current, organized, and verifiable.

8.9 Document Review

The Peer Review Team shall review the submitted self-study and supporting evidence prior to the site visit.

The review shall identify:

- Compliance with standards.
- Missing documentation.
- Areas requiring clarification.
- Matters requiring further investigation during the site visit.

The team may request additional information before the visit.

8.10 Appointment of the Peer Review Team



The Accreditation Commission shall appoint a Peer Review Team composed of qualified evaluators.

The team shall normally include individuals with expertise in:

- Theology.
- Higher education.
- Academic administration.
- Quality assurance.
- Institutional leadership.
- Ministry practice.

Peer reviewers shall sign declarations of confidentiality and conflict of interest before participating in the evaluation.

8.11 Site Visit

The purpose of the site visit is to verify the information presented in the institutional self-study and evaluate institutional effectiveness.

The visit may include:

- Meetings with the governing board.
- Meetings with institutional leadership.
- Faculty interviews.
- Student interviews.
- Alumni interviews.
- Classroom observations.
- Chapel observations.
- Library inspection.
- Review of facilities.
- Examination of records.
- Verification of supporting evidence.

At the conclusion of the visit, the Peer Review Team shall conduct an exit conference to present preliminary observations.

8.12 Peer Review Report

Following the site visit, the Peer Review Team shall prepare a written report.

The report shall include:

- Institutional strengths.
- Findings related to each accreditation standard.
- Areas requiring improvement.
- Recommendations.



- Suggested accreditation action.

The report shall be submitted to the Accreditation Commission through the Secretariat.

8.13 Institutional Response

The institution shall have the opportunity to review the factual accuracy of the Peer Review Report.

The institution may submit:

- Corrections of factual errors.
- Additional evidence.
- Clarifications.
- A written response to the recommendations.

The institutional response shall become part of the accreditation record.

8.14 Accreditation Commission Review

The Accreditation Commission shall review:

- The institutional self-study.
- Supporting evidence.
- Peer Review Report.
- Institutional response.
- Applicable accreditation standards.

The Commission may request additional information before making a recommendation.

8.15 Accreditation Decision

Based on the evidence presented, the Accreditation Commission may recommend one of the following actions:

- Grant Candidate Status.
- Grant Initial Accreditation.
- Grant Full Accreditation.
- Reaffirm Accreditation.
- Defer the decision pending additional information.
- Require corrective action before further consideration.
- Deny accreditation.

The institution shall receive written notification of the accreditation decision.



8.16 Publication of Accreditation Status

Institutions granted accreditation may publicly identify themselves as accredited by PATA in accordance with PATA's policies governing the use of accreditation status and logos.

Institutions shall accurately represent their accreditation category and validity period.

8.17 Annual Monitoring

Accredited institutions shall submit annual reports demonstrating continued compliance with accreditation standards.

PATA may request additional reports or conduct focused reviews when significant institutional changes occur.

8.18 Reaffirmation of Accreditation

Before the expiration of the accreditation period, institutions seeking continued accreditation shall undergo the reaffirmation process.

The reaffirmation process shall normally include:

- Updated institutional self-study.
- Annual reports.
- Evidence of continuous improvement.
- Peer review.
- Site visit, where appropriate.
- Accreditation Commission review.

8.19 Appeals

Institutions may appeal accreditation decisions in accordance with the policies established in the chapter on Appeals and Complaints.

Appeals shall be based on evidence of procedural error, material factual error, or significant new information that was not reasonably available during the original review.

8.20 General Policy



Accreditation is an evidence-based process grounded in fairness, transparency, and professional peer review.

All participants shall conduct themselves with integrity and in accordance with the policies, ethical standards, and procedures established by PATA.

The accreditation process is intended to strengthen institutions in fulfilling their mission and advancing excellence in Pentecostal theological education.

PART III

ACCREDITATION STANDARDS

STANDARD 1

MISSION, IDENTITY, AND INSTITUTIONAL INTEGRITY

1.1 Purpose

The purpose of this standard is to ensure that the institution possesses a clearly articulated mission, a well-defined identity, and a demonstrated commitment to biblical faithfulness, Pentecostal values, academic integrity, and institutional effectiveness.

A theological institution's mission provides the foundation for all aspects of its governance, educational programmes, strategic planning, resource allocation, student formation, and ministry engagement. Every institutional activity should be consistent with and contribute to the fulfillment of its mission.

1.2 Standard

The institution shall have a clearly defined mission, vision, institutional identity, and statement of faith that are publicly available, approved by the governing authority, regularly reviewed, and consistently reflected in its governance, academic programmes, policies, decision-making, and institutional practices.

1.3 Criteria



The institution shall demonstrate that:

Criterion 1. Mission Statement

The institution has a written mission statement that:

- Clearly defines its purpose.
- Reflects its Christian and Pentecostal identity.
- Guides institutional planning and decision-making.
- Is approved by the governing board.
- Is communicated to stakeholders.

Criterion 2. Vision Statement

The institution has a vision statement that:

- Describes its long-term aspirations.
- Inspires institutional development.
- Supports strategic planning.
- Reflects service to the Church and society.

Criterion 3. Institutional Identity

The institution clearly defines:

- Its theological tradition.
- Educational philosophy.
- Ministry focus.
- Target student population.
- Relationship with churches and ministry partners.

Its identity shall be reflected consistently in publications, governance, curriculum, and institutional activities.

Criterion 4. Statement of Faith

The institution maintains a published Statement of Faith that:

- Affirms biblical authority.
- Clearly expresses doctrinal commitments.
- Is available to faculty, students, and the public.
- Guides theological instruction and ministry formation.

Criterion 5. Strategic Alignment



Institutional planning, budgeting, academic programmes, student services, faculty development, and ministry activities shall demonstrate clear alignment with the institution's mission and vision.

Criterion 6. Institutional Integrity

The institution conducts all activities with honesty, transparency, fairness, and ethical responsibility.

Institutional publications, promotional materials, websites, and public communications shall accurately represent:

- Academic programmes.
- Accreditation status.
- Tuition and fees.
- Faculty qualifications.
- Graduation requirements.
- Student services.

False, misleading, or deceptive representations shall not be permitted.

Criterion 7. Commitment to Continuous Improvement

The institution periodically reviews its mission and institutional effectiveness to ensure continued relevance and faithful fulfillment of its educational and ministerial purpose.

Mission review should normally occur as part of the institution's strategic planning process.

1.4 Indicators

Evidence of compliance may include:

- Mission statement.
- Vision statement.
- Core values.
- Statement of Faith.
- Strategic plan.
- Institutional profile.
- Constitution or bylaws.
- Governing board minutes.
- Academic catalogue.
- Student handbook.
- Faculty handbook.
- Institutional website.
- Promotional materials.



- Annual reports.
- Institutional effectiveness reports.

1.5 Required Evidence

The institution shall provide:

- Approved Mission Statement.
- Approved Vision Statement.
- Published Statement of Faith.
- Strategic Plan.
- Organizational Profile.
- Board approval records.
- Institutional publications.
- Website screenshots.
- Marketing materials.
- Evidence demonstrating mission implementation.

1.6 Evaluation Questions

Peer reviewers should consider the following questions:

1. Is the mission clearly written and publicly available?
2. Does the mission reflect the institution's theological identity?
3. Is the mission understood by institutional leadership?
4. Are institutional decisions consistent with the mission?
5. Does the curriculum support the mission?
6. Do faculty members understand and support the mission?
7. Does strategic planning reflect the mission?
8. Does the institution honestly represent itself in public communications?
9. Is the mission periodically reviewed?
10. Is there evidence that the mission influences institutional culture and decision-making?



1.7 Rating Rubric

Rating	Description
5 - Exemplary	The mission is clearly articulated, widely understood, consistently implemented, regularly reviewed, and serves as the foundation for all institutional activities.
4 - Fully Meets Standard	The institution demonstrates substantial compliance with all criteria and effectively aligns its operations with its mission.
3 - Meets Standard	The institution satisfies the essential requirements, though minor improvements would strengthen mission integration.
2 - Partially Meets Standard	The mission exists but is inconsistently implemented or insufficiently integrated into institutional practices.
1 - Does Not Meet Standard	The institution lacks a clear mission, fails to demonstrate alignment, or provides insufficient evidence of institutional integrity.

1.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Review the mission statement at least every five years.
- Engage governing boards, faculty, students, alumni, and church partners in mission review.
- Ensure that strategic planning and budgeting reflect institutional priorities.
- Periodically assess whether programmes and services continue to support the mission.
- Promote the mission consistently through orientation programmes, publications, websites, and institutional events.
- Monitor public communications to ensure accuracy and integrity.

1.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its mission, identity, and values are clearly defined, faithfully implemented, consistently communicated, and effectively guide all aspects of institutional life.

Mission-driven institutions are better equipped to provide theological education that is biblically faithful, academically excellent, spiritually formative, and responsive to the needs of the Church and society.



PART III

ACCREDITATION STANDARDS

STANDARD 2

GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

2.1 Purpose

The purpose of this standard is to ensure that the institution is governed with integrity, accountability, transparency, and effectiveness. Sound governance provides strategic direction, protects the institution's mission, ensures responsible stewardship, and supports the delivery of quality theological education.

Effective leadership promotes institutional stability, strategic planning, ethical decision-making, and continuous improvement while fostering a culture of servant leadership consistent with biblical principles.

2.2 Standard

The institution shall maintain an effective governance and administrative system that provides strategic leadership, ensures accountability, protects institutional integrity, supports academic excellence, and advances the institution's mission.

The governing board, institutional leadership, and administrative officers shall clearly understand their respective responsibilities and work collaboratively to fulfill the institution's mission.

2.3 Criteria

Criterion 2.3.1 Governing Board

The institution shall have a legally constituted Governing Board (or equivalent authority) responsible for the overall governance of the institution.

The Governing Board shall:

- Approve the mission and strategic direction.
- Establish institutional policies.
- Ensure financial accountability.
- Appoint and evaluate the chief executive officer.



- Protect the institution's Christian identity and theological integrity.
- Monitor institutional effectiveness.

Criterion 2.3.2 Board Responsibilities

The Governing Board shall:

- Meet regularly.
- Maintain official minutes.
- Review institutional performance.
- Approve annual budgets.
- Review financial reports.
- Support strategic planning.
- Ensure legal and ethical compliance.

Criterion 2.3.3 Institutional Leadership

The institution shall appoint qualified leadership, including:

- President / Principal
- Academic Dean
- Registrar
- Finance Officer
- Student Affairs Officer
- Other administrators appropriate to the institution's size and mission.

Leadership appointments shall be based upon demonstrated Christian character, academic competence, leadership ability, and commitment to the institution's mission.

Criterion 2.3.4 Administrative Structure

The institution shall maintain a clearly documented organizational structure showing reporting relationships, administrative responsibilities, and lines of authority.

Job descriptions shall be available for all administrative positions.

Criterion 2.3.5 Strategic Planning

The institution shall maintain a written strategic plan that:

- Supports the institutional mission.
- Establishes measurable goals.
- Includes implementation strategies.
- Identifies responsible persons.
- Provides timelines.
- Includes methods for monitoring progress.



The strategic plan shall be reviewed periodically and updated as necessary.

Criterion 2.3.6 Institutional Policies

The institution shall maintain written policies governing:

- Governance.
- Academic affairs.
- Student affairs.
- Human resources.
- Finance.
- Research.
- Information technology.
- Ethics.
- Health and safety.
- Risk management.

Policies shall be reviewed periodically and communicated to relevant stakeholders.

Criterion 2.3.7 Leadership Development

The institution shall encourage the professional, academic, spiritual, and leadership development of its governing board members, administrators, and senior leaders.

Leadership development may include:

- Professional training.
- Conferences.
- Workshops.
- Continuing education.
- Spiritual retreats.
- Mentoring programmes.

Criterion 2.3.8 Institutional Communication

The institution shall maintain effective internal and external communication.

Communication shall be:

- Accurate.
- Timely.
- Transparent.
- Respectful.
- Consistent with institutional policies.

Criterion 2.3.9 Risk Management



The institution shall identify and manage significant risks affecting:

- Academic operations.
- Financial sustainability.
- Student welfare.
- Legal compliance.
- Information security.
- Campus safety.
- Institutional reputation.

Appropriate contingency plans shall be developed and periodically reviewed.

Criterion 2.3.10 Ethical Governance

Institutional leaders shall demonstrate:

- Integrity.
- Accountability.
- Transparency.
- Responsible stewardship.
- Respect for confidentiality.
- Compliance with institutional policies.

Conflicts of interest shall be disclosed and appropriately managed.

2.4 Indicators

Evidence of compliance may include:

- Constitution and Bylaws.
- Governing Board membership list.
- Organizational chart.
- Board meeting minutes.
- Strategic plan.
- Annual operational plan.
- Administrative policies.
- Job descriptions.
- Leadership evaluation reports.
- Institutional reports.
- Risk management plan.
- Code of Ethics.
- Conflict of Interest Policy.

2.5 Required Evidence

The institution shall provide:



- Constitution or governing documents.
- Organizational structure.
- Board minutes for the previous three years.
- Strategic plan.
- Annual reports.
- Administrative handbook.
- Leadership job descriptions.
- Institutional policies.
- Risk management policy.
- Evidence of leadership development activities.

2.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have an effective Governing Board?
2. Are governance responsibilities clearly defined?
3. Does the Board actively support the institutional mission?
4. Is institutional leadership qualified and effective?
5. Is strategic planning evidence-based and regularly reviewed?
6. Are institutional policies comprehensive and consistently implemented?
7. Are administrative responsibilities clearly assigned?
8. Does the institution demonstrate financial oversight and accountability?
9. Are risks identified and appropriately managed?
10. Is there evidence of ethical and transparent leadership?

2.7 Rating Rubric

Rating	Description
5 – Exemplary	Governance demonstrates outstanding leadership, accountability, strategic vision, and institutional effectiveness.
4 – Fully Meets Standard	Governance and administration effectively support the mission and comply with all requirements.
3 – Meets Standard	Essential governance systems are in place with only minor improvements needed.
2 – Partially Meets Standard	Governance exists but significant weaknesses limit institutional effectiveness.
1 – Does Not Meet Standard	Governance is ineffective, poorly documented, or inconsistent with the institution's mission and accreditation requirements.



2.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Conduct an annual evaluation of the Governing Board.
- Review strategic plans every three to five years.
- Provide regular governance training for Board members.
- Strengthen succession planning for key leadership positions.
- Review institutional policies on a scheduled basis.
- Enhance communication with faculty, students, alumni, churches, and other stakeholders.
- Monitor institutional performance using measurable indicators.

2.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its governance, leadership, and administrative systems effectively support its mission, ensure accountability, promote ethical leadership, and provide the capacity necessary for delivering high-quality theological education.

Strong governance is essential to institutional sustainability, academic excellence, and faithful service to the Church.

PART III

ACCREDITATION STANDARDS

STANDARD 3

STRATEGIC PLANNING, INSTITUTIONAL EFFECTIVENESS, AND CONTINUOUS IMPROVEMENT

3.1 Purpose

The purpose of this standard is to ensure that the institution engages in systematic planning, evidence-based decision-making, and continuous quality improvement in



support of its mission. Effective strategic planning enables the institution to identify priorities, allocate resources responsibly, assess progress, and respond to changing educational, ministerial, and societal needs.

Institutional effectiveness is demonstrated when planning, implementation, assessment, and improvement are integrated into the daily life of the institution.

3.2 Standard

The institution shall maintain an effective strategic planning and institutional effectiveness system that supports its mission, promotes continuous improvement, and demonstrates measurable achievement of institutional goals through regular assessment and evaluation.

3.3 Criteria

Criterion 3.3.1 Strategic Planning

The institution shall maintain a written Strategic Plan approved by the Governing Board.

The Strategic Plan shall:

- Reflect the institution's mission and vision.
- Identify long-term priorities.
- Include measurable goals and objectives.
- Assign responsibility for implementation.
- Establish timelines.
- Include methods for evaluating progress.

The Strategic Plan should normally cover a period of three to five years and be reviewed annually.

Criterion 3.3.2 Annual Operational Planning

The institution shall prepare annual operational plans that translate strategic priorities into specific activities.

Operational plans shall identify:

- Activities to be undertaken.
- Responsible persons or departments.
- Expected outcomes.
- Required resources.
- Performance indicators.
- Timelines.



Criterion 3.3.3 Institutional Effectiveness

The institution shall establish an Institutional Effectiveness System that evaluates the achievement of its mission and strategic objectives.

The system shall include assessment of:

- Academic programmes.
- Student learning outcomes.
- Faculty performance.
- Student services.
- Financial sustainability.
- Governance effectiveness.
- Ministry outcomes.
- Community engagement.

Assessment findings shall be documented and used to improve institutional performance.

Criterion 3.3.4 Internal Quality Assurance

The institution shall maintain an Internal Quality Assurance System (IQAS) or equivalent mechanism responsible for coordinating quality assurance activities.

The Internal Quality Assurance System shall:

- Monitor institutional quality.
- Coordinate programme reviews.
- Collect and analyse institutional data.
- Promote evidence-based improvement.
- Report regularly to institutional leadership.

Criterion 3.3.5 Performance Indicators

The institution shall establish measurable Key Performance Indicators (KPIs) appropriate to its mission.

Examples may include:

- Student enrolment and retention.
- Graduation rates.
- Faculty qualifications.
- Student satisfaction.
- Graduate employment or ministry placement.
- Research and publication output.
- Financial stability.
- Community engagement.



- Ministry impact.

The institution shall regularly review performance against these indicators.

Criterion 3.3.6 Assessment and Evaluation

The institution shall implement systematic assessment procedures to determine the effectiveness of its programmes, services, and operations.

Assessment activities may include:

- Programme reviews.
- Student learning assessment.
- Faculty evaluation.
- Alumni surveys.
- Employer feedback.
- Church partner feedback.
- Administrative reviews.
- Financial analysis.

Assessment results shall be analysed and documented.

Criterion 3.3.7 Use of Evidence

Institutional decisions shall be informed by reliable evidence rather than assumptions.

Evidence may include:

- Institutional statistics.
- Assessment reports.
- Survey results.
- Financial reports.
- Strategic reviews.
- Programme evaluations.
- Benchmarking studies.

The institution shall demonstrate that evidence is used to improve planning, resource allocation, and institutional performance.

Criterion 3.3.8 Risk Management

The institution shall identify, assess, and manage risks that may affect its mission, operations, finances, students, or reputation.

A Risk Management Plan should include:



- Identification of major risks.
- Risk analysis.
- Mitigation strategies.
- Assigned responsibilities.
- Periodic review.

Criterion 3.3.9 Continuous Quality Improvement

The institution shall demonstrate a commitment to Continuous Quality Improvement (CQI).

CQI shall involve a recurring cycle of:

1. Planning.
2. Implementation.
3. Assessment.
4. Evaluation.
5. Improvement.
6. Reassessment.

Evidence shall show that improvements have been implemented as a result of assessment findings.

3.4 Indicators

Evidence of compliance may include:

- Strategic Plan.
- Annual Operational Plans.
- Institutional Effectiveness Reports.
- Internal Quality Assurance policies.
- Quality Assurance Committee minutes.
- Programme Review Reports.
- Student Learning Assessment Reports.
- Institutional dashboards.
- KPI reports.
- Annual Reports.
- Risk Management Plan.
- Stakeholder survey results.
- Improvement action plans.

3.5 Required Evidence

The institution shall provide:

- Current Strategic Plan.



- Annual operational plans.
- Institutional Effectiveness Framework.
- Internal Quality Assurance policy.
- Key Performance Indicator reports.
- Programme review reports.
- Assessment reports.
- Quality committee minutes.
- Risk management documentation.
- Evidence of improvements implemented.

3.6 Evaluation Questions

Peer reviewers should consider the following:

1. Does the institution have a current Strategic Plan approved by the Governing Board?
2. Are strategic goals aligned with the institutional mission?
3. Are annual operational plans implemented and monitored?
4. Does the institution measure its effectiveness using appropriate indicators?
5. Is there an effective Internal Quality Assurance System?
6. Are programme reviews conducted regularly?
7. Are assessment results used for institutional improvement?
8. Does the institution collect feedback from students, alumni, churches, and other stakeholders?
9. Has the institution identified and managed significant risks?
10. Can the institution demonstrate measurable improvements over time?

3.7 Rating Rubric

Rating	Description
5 – Exemplary	Strategic planning and institutional effectiveness are fully integrated into institutional operations, supported by robust evidence, and demonstrate a strong culture of continuous improvement.
4 – Fully Meets Standard	The institution maintains effective planning, assessment, and quality assurance systems with evidence of continuous improvement.
3 – Meets Standard	Essential planning and evaluation systems are in place, although further strengthening would enhance effectiveness.
2 – Partially Meets Standard	Planning and assessment activities exist but are inconsistent, incomplete, or insufficiently used for improvement.
1 – Does Not Meet Standard	The institution lacks effective planning, assessment, or quality assurance processes, or provides insufficient evidence of institutional effectiveness.



3.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Review the Strategic Plan annually and update it as needed.
- Establish measurable institutional Key Performance Indicators.
- Strengthen the Internal Quality Assurance System with regular reporting to leadership.
- Expand the use of stakeholder feedback in planning and decision-making.
- Develop an institutional performance dashboard to monitor progress.
- Document how assessment findings lead to specific improvements.
- Conduct periodic benchmarking with comparable theological institutions.

3.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that strategic planning, institutional effectiveness, and continuous quality improvement are embedded in its governance and operations. Evidence should show that institutional decisions are informed by assessment, aligned with the mission, and result in measurable improvements that strengthen theological education and ministry preparation.

PART III

ACCREDITATION STANDARDS

STANDARD 4

ACADEMIC PROGRAMMES

4.1 Purpose

The purpose of this standard is to ensure that the institution offers academic programmes that are biblically faithful, academically rigorous, educationally effective, and responsive to the mission of the institution and the needs of the Church and society.

Academic programmes shall promote theological knowledge, spiritual maturity, ministerial competence, ethical leadership, and lifelong learning. Each programme shall be systematically planned, implemented, evaluated, and improved to ensure the achievement of clearly defined educational outcomes.



4.2 Standard

The institution shall offer academic programmes that are consistent with its mission, meet appropriate academic standards, and prepare graduates for Christian ministry, theological scholarship, leadership, and service.

Academic programmes shall be approved through institutional governance processes and shall be regularly evaluated to ensure relevance, quality, and effectiveness.

4.3 Criteria

Criterion 4.3.1 Programme Approval

Every academic programme shall be formally approved by the institution's academic authority before implementation.

Programme approval shall include:

- Programme rationale.
- Educational objectives.
- Programme learning outcomes.
- Curriculum structure.
- Credit requirements.
- Graduation requirements.
- Resource availability.
- Faculty capacity.

Criterion 4.3.2 Programme Mission

Each academic programme shall clearly demonstrate alignment with:

- The institutional mission.
- The institution's theological identity.
- Educational philosophy.
- Ministry objectives.
- Community and church needs.

Criterion 4.3.3 Programme Learning Outcomes

Each programme shall have clearly defined Programme Learning Outcomes (PLOs).

Programme Learning Outcomes shall:

- Describe the knowledge, skills, competencies, and values expected of graduates.
- Be measurable and assessable.



- Reflect theological, academic, ministerial, and spiritual formation goals.
- Be communicated to students and faculty.

Criterion 4.3.4 Programme Structure

Academic programmes shall have a coherent structure that includes:

- General education (where applicable).
- Biblical studies.
- Theological studies.
- Ministerial studies.
- Practical ministry.
- Research components appropriate to the level of study.
- Elective opportunities, where appropriate.

Programme requirements shall be appropriate to the qualification level.

Criterion 4.3.5 Academic Levels

The institution shall clearly define the academic requirements for each qualification it offers, including:

- Certificate.
- Diploma.
- Advanced Diploma.
- Bachelor.
- Master.
- Doctoral programmes (where applicable).

Each qualification shall have clearly specified admission requirements, programme duration, credit requirements, and graduation requirements.

Criterion 4.3.6 Programme Delivery

Programmes may be delivered through:

- Face-to-face instruction.
- Online learning.
- Hybrid learning.
- Extension centres.
- Intensive modules.
- Other approved delivery modes.

Regardless of delivery mode, equivalent academic quality, learning outcomes, student support, and assessment standards shall be maintained.



Criterion 4.3.7 Practical Ministry Integration

Academic programmes shall intentionally integrate practical ministry experiences.

Practical ministry may include:

- Local church ministry.
- Evangelism.
- Internship.
- Chaplaincy.
- Community engagement.
- Mission outreach.
- Field education.
- Ministry reflection.

The institution shall supervise and evaluate practical ministry experiences.

Criterion 4.3.8 Programme Review

Every academic programme shall undergo periodic review to determine:

- Continued relevance.
- Student achievement.
- Graduate outcomes.
- Church and employer feedback.
- Faculty recommendations.
- Curriculum effectiveness.
- Resource adequacy.

Programme reviews should normally occur at least once every **five (5) years**, with interim monitoring conducted annually.

Criterion 4.3.9 Programme Closure or Major Revision

The institution shall maintain written procedures for:

- Major curriculum revision.
- Programme suspension.
- Programme closure.
- Student teach-out arrangements.

Students shall be protected from unnecessary academic disruption.

4.4 Indicators

Evidence of compliance may include:



- Academic Catalogue or Prospectus.
- Programme Specifications.
- Programme Approval Minutes.
- Programme Learning Outcomes.
- Curriculum Maps.
- Course Lists.
- Credit Framework.
- Programme Review Reports.
- Internship Manuals.
- Ministry Placement Records.
- Graduate Surveys.
- Employer or Church Feedback.
- Programme Assessment Reports.

4.5 Required Evidence

The institution shall provide:

- List of approved academic programmes.
- Programme specifications.
- Admission requirements.
- Graduation requirements.
- Programme Learning Outcomes.
- Programme curriculum.
- Credit distribution.
- Programme review reports.
- Practical ministry guidelines.
- Evidence of programme evaluation and improvement.

4.6 Evaluation Questions

Peer reviewers should consider the following:

1. Are academic programmes consistent with the institution's mission?
2. Are Programme Learning Outcomes clearly defined and measurable?
3. Are programme structures appropriate for the qualifications awarded?
4. Do programmes integrate biblical studies, theology, ministry, and spiritual formation?
5. Are practical ministry experiences effectively supervised and assessed?
6. Are programme reviews conducted regularly?
7. Is stakeholder feedback used to improve programmes?
8. Are programmes adequately supported by qualified faculty and learning resources?
9. Are online or extension programmes equivalent in quality to on-campus programmes?



10. Can the institution demonstrate that graduates achieve the intended learning outcomes?

4.7 Rating Rubric

Rating	Description
5 – Exemplary	Academic programmes demonstrate outstanding quality, innovation, clear learning outcomes, strong ministry integration, and a systematic process of continuous review and improvement.
4 – Fully Meets Standard	Programmes fully satisfy PATA requirements and effectively support the institution's mission.
3 – Meets Standard	Programmes meet essential requirements with only minor improvements needed.
2 – Partially Meets Standard	Programmes show significant weaknesses in design, implementation, assessment, or review.
1 – Does Not Meet Standard	Programmes lack appropriate structure, documentation, learning outcomes, or evidence of educational effectiveness.

4.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Review all academic programmes on a scheduled cycle.
- Regularly consult churches, alumni, employers, and ministry partners regarding programme relevance.
- Strengthen integration between classroom learning and practical ministry.
- Expand opportunities for interdisciplinary and contextual learning.
- Ensure that Programme Learning Outcomes are regularly assessed and revised where necessary.
- Maintain curriculum maps demonstrating alignment between courses, assessments, and programme outcomes.

4.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its academic programmes are mission-driven, academically sound, spiritually formative, ministry-oriented, and regularly evaluated for quality and effectiveness.

Evidence shall demonstrate that graduates are prepared to serve faithfully and competently in the Church, theological education, mission, and Christian leadership.



PART III

ACCREDITATION STANDARDS

STANDARD 5

CURRICULUM DESIGN, DEVELOPMENT, AND REVIEW

5.1 Purpose

The purpose of this standard is to ensure that the institution develops and maintains a curriculum that is biblically faithful, academically rigorous, contextually relevant, and aligned with its mission and educational objectives.

The curriculum shall facilitate the holistic development of students by integrating biblical studies, theology, ministry practice, spiritual formation, leadership development, research, and contextual engagement. It shall be regularly reviewed and improved in response to assessment findings, advances in theological scholarship, and the changing needs of the Church and society.

5.2 Standard

The institution shall establish and implement a systematic process for curriculum design, approval, implementation, review, and continuous improvement. The curriculum shall be coherent, outcomes-based, and appropriate to the level and purpose of each academic programme.

5.3 Criteria

Criterion 5.3.1 Curriculum Philosophy

The institution shall maintain a written curriculum philosophy that reflects:

- The institutional mission and vision.
- Biblical authority and Pentecostal identity.
- Educational philosophy.
- Student-centred learning.
- Ministerial formation.
- Academic excellence.
- Contextual engagement.



The curriculum philosophy shall guide curriculum planning and programme development.

Criterion 5.3.2 Curriculum Structure

Each academic programme shall have a clearly documented curriculum that identifies:

- Programme requirements.
- Course sequence.
- Credit distribution.
- Core courses.
- Elective courses (where applicable).
- Practical ministry requirements.
- Graduation requirements.

The curriculum shall provide logical progression from introductory to advanced learning.

Criterion 5.3.3 Programme Learning Outcomes (PLOs)

Each academic programme shall define Programme Learning Outcomes that describe the knowledge, skills, competencies, values, and ministerial capabilities expected of graduates.

Programme Learning Outcomes shall:

- Align with the institutional mission.
- Be measurable and assessable.
- Be communicated to faculty and students.
- Be reviewed periodically.

Criterion 5.3.4 Course Learning Outcomes (CLOs)

Every course shall include clearly stated Course Learning Outcomes.

Course Learning Outcomes shall:

- Support the Programme Learning Outcomes.
- Describe measurable student achievement.
- Guide instructional methods and assessment.
- Be communicated through the course syllabus.



Criterion 5.3.5 Curriculum Mapping

The institution shall maintain curriculum maps demonstrating alignment between:

- Institutional Mission.
- Programme Learning Outcomes.
- Course Learning Outcomes.
- Teaching and Learning Activities.
- Student Assessment Methods.

Curriculum mapping shall ensure that all Programme Learning Outcomes are adequately addressed within the curriculum.

Criterion 5.3.6 Outcome-Based Education (OBE)

The institution shall adopt an Outcomes-Based Education (OBE) approach by:

- Defining expected graduate competencies.
- Aligning teaching, learning, and assessment with learning outcomes.
- Measuring student achievement.
- Using assessment results to improve curriculum and instruction.

Criterion 5.3.7 Curriculum Review

The curriculum shall undergo systematic review to ensure continued relevance, quality, and effectiveness.

Curriculum review shall consider:

- Student achievement.
- Faculty recommendations.
- Graduate feedback.
- Employer and church feedback.
- Developments in theological scholarship.
- Ministry needs.
- Cultural and societal changes.

A comprehensive curriculum review should normally occur at least once every **five (5) years**, with interim reviews conducted as necessary.

Criterion 5.3.8 Contextual Relevance

The curriculum shall prepare students to minister effectively within the cultural, social, and religious contexts of India, South Asia, and the wider global Church.

Where appropriate, the curriculum should address topics such as:



- Mission and evangelism.
- Religious diversity.
- Community development.
- Leadership.
- Ethics.
- Social responsibility.
- Intercultural ministry.

Criterion 5.3.9 Integration of Theory and Practice

The curriculum shall intentionally integrate academic study with practical ministry.

This integration may include:

- Ministry internships.
- Field education.
- Church placement.
- Community engagement.
- Case studies.
- Ministry projects.
- Reflective practice.

Students shall have opportunities to apply classroom learning in authentic ministry settings.

Criterion 5.3.10 Curriculum Approval and Revision

The institution shall establish formal procedures for:

- Developing new courses.
- Revising existing courses.
- Introducing new academic programmes.
- Discontinuing courses or programmes.

Curriculum changes shall be approved through the institution's established academic governance processes.

5.4 Indicators

Evidence of compliance may include:

- Curriculum Philosophy Statement.
- Programme Specifications.
- Curriculum Maps.
- Programme Learning Outcomes.
- Course Learning Outcomes.
- Course Syllabi.



- Academic Catalogue.
- Curriculum Committee Minutes.
- Programme Review Reports.
- Assessment Reports.
- Internship Manuals.
- Graduate Surveys.
- Employer or Church Feedback.

5.5 Required Evidence

The institution shall provide:

- Curriculum documents for each programme.
- Programme and Course Learning Outcomes.
- Curriculum maps.
- Credit framework.
- Sample course syllabi.
- Curriculum Committee minutes.
- Programme review reports.
- Evidence of curriculum revisions.
- Stakeholder consultation records.
- Documentation demonstrating the integration of ministry practice.

5.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Is the curriculum aligned with the institution's mission and theological identity?
2. Are Programme Learning Outcomes clearly defined and measurable?
3. Do Course Learning Outcomes Support Programme Learning Outcomes?
4. Is there evidence of curriculum mapping?
5. Does the institution use an Outcomes-Based Education approach?
6. Is the curriculum reviewed regularly?
7. Does the curriculum address the ministry needs of the Church and society?
8. Is practical ministry effectively integrated into the curriculum?
9. Are curriculum changes approved through appropriate governance processes?
10. Can the institution demonstrate that curriculum improvements are based on assessment and stakeholder feedback?



5.7 Rating Rubric

Rating	Description
5 - Exemplary	The curriculum is innovative, well-designed, fully outcomes-based, regularly reviewed, and demonstrates excellent integration of biblical, theological, academic, and ministry formation.
4 - Fully Meets Standard	The curriculum is comprehensive, mission-aligned, effectively implemented, and regularly evaluated for improvement.
3 - Meets Standard	The curriculum satisfies the essential requirements with only minor enhancements needed.
2 - Partially Meets Standard	The curriculum demonstrates significant weaknesses in design, implementation, review, or assessment.
1 - Does Not Meet Standard	The curriculum lacks coherence, documented learning outcomes, or evidence of systematic review and improvement.

5.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Review curriculum on a regular cycle and respond to changes in theological scholarship and ministry practice.
- Strengthen curriculum mapping to ensure complete coverage of Programme Learning Outcomes.
- Increase consultation with churches, alumni, employers, and ministry partners.
- Expand opportunities for experiential learning and contextual ministry.
- Monitor graduate outcomes and use findings to inform curriculum development.
- Encourage interdisciplinary approaches that integrate theology, ministry, ethics, leadership, and mission.

5.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its curriculum is mission-driven, biblically grounded, academically sound, outcomes-based, contextually relevant, and subject to systematic review and continuous improvement.

The curriculum shall equip graduates with the knowledge, skills, character, and ministry competencies required for faithful service to the Church and society.



PART III

ACCREDITATION STANDARDS

STANDARD 6

TEACHING, LEARNING, AND STUDENT ASSESSMENT

6.1 Purpose

The purpose of this standard is to ensure that the institution provides effective teaching, meaningful learning experiences, and fair, reliable, and valid assessment practices that support student achievement and ministerial formation.

Teaching and learning shall promote biblical understanding, theological reflection, critical thinking, spiritual growth, ministry competence, ethical leadership, and lifelong learning. Assessment shall measure the achievement of learning outcomes and provide evidence for continuous improvement.

6.2 Standard

The institution shall establish and maintain effective teaching, learning, and assessment systems that are consistent with its mission, educational philosophy, and Programme Learning Outcomes. Teaching and assessment practices shall promote student success, academic integrity, and continuous improvement.

6.3 Criteria

Criterion 6.3.1 Teaching Philosophy

The institution shall maintain a written teaching and learning philosophy consistent with its mission and educational objectives.

The philosophy shall encourage:

- Christ-centred education.
- Student-centred learning.
- Biblical integration.
- Spiritual formation.
- Academic excellence.
- Active learning.
- Critical reflection.



- Practical ministry application.

Criterion 6.3.2 Teaching Effectiveness

Faculty members shall employ appropriate teaching methods that encourage active student participation and achievement of learning outcomes.

Teaching methods may include:

- Lectures.
- Seminars.
- Tutorials.
- Group discussions.
- Case studies.
- Ministry simulations.
- Problem-based learning.
- Field education.
- Online learning activities.
- Independent study.

Teaching methods shall be appropriate to the course objectives and the level of study.

Criterion 6.3.3 Learning Environment

The institution shall provide a learning environment that is:

- Safe and respectful.
- Inclusive.
- Spiritually enriching.
- Academically challenging.
- Conducive to student engagement.

Students shall have reasonable access to faculty, learning resources, academic support, and opportunities for collaborative learning.

Criterion 6.3.4 Student Engagement

The institution shall encourage active student participation through:

- Classroom interaction.
- Research projects.
- Ministry experiences.
- Chapel participation.
- Group learning.
- Community engagement.
- Academic advising.
- Mentoring.



Student engagement should contribute to both academic and spiritual development.

Criterion 6.3.5 Assessment of Learning

The institution shall establish written policies governing student assessment.

Assessment shall:

- Measure Course Learning Outcomes and Programme Learning Outcomes.
- Be fair, valid, reliable, and transparent.
- Be appropriate to the level of study.
- Include formative and summative assessment where appropriate.
- Be communicated clearly to students.

Assessment methods may include:

- Written examinations.
- Essays.
- Research papers.
- Oral presentations.
- Ministry projects.
- Practical demonstrations.
- Field education reports.
- Portfolios.
- Reflective journals.
- Comprehensive examinations.

Criterion 6.3.6 Grading and Feedback

The institution shall maintain a published grading system.

Faculty members shall provide constructive and timely feedback that enables students to improve their academic performance and ministry competencies.

Students shall be informed of:

- Assessment requirements.
- Grading criteria.
- Deadlines.
- Academic expectations.
- Procedures for review or appeal of grades.

Criterion 6.3.7 Academic Integrity

The institution shall maintain policies promoting honesty and integrity in all academic work.



Policies shall address:

- Plagiarism.
- Cheating.
- Fabrication of data.
- Unauthorized collaboration.
- Misuse of artificial intelligence and digital technologies.
- Examination misconduct.

Students and faculty shall receive guidance regarding academic integrity and responsible scholarship.

Criterion 6.3.8 Assessment Moderation

The institution shall implement procedures to ensure consistency and fairness in assessment.

Moderation may include:

- Internal moderation.
- External moderation, where appropriate.
- Review of examination papers.
- Review of marking standards.
- Verification of grades.

Assessment records shall be securely maintained.

Criterion 6.3.9 Online and Distance Learning

Where programmes are delivered through online or distance education, the institution shall ensure that:

- Learning outcomes are equivalent to face-to-face delivery.
- Students receive appropriate academic support.
- Faculty are trained in online teaching.
- Assessments maintain academic integrity.
- Technology supports effective learning.

Criterion 6.3.10 Evaluation of Teaching and Learning

The institution shall regularly evaluate the effectiveness of teaching and learning through:

- Student evaluations.
- Peer observation.
- Faculty self-reflection.
- Academic performance analysis.



- Graduate feedback.
- Programme reviews.

Evaluation findings shall be used to improve teaching practices and student learning.

6.4 Indicators

Evidence of compliance may include:

- Teaching and Learning Policy.
- Assessment Policy.
- Academic Regulations.
- Course Syllabi.
- Lesson Plans.
- Student Assessment Samples.
- Examination Papers.
- Marking Rubrics.
- Student Evaluation Reports.
- Peer Observation Reports.
- Academic Integrity Policy.
- Online Learning Guidelines.
- Assessment Moderation Reports.

6.5 Required Evidence

The institution shall provide:

- Teaching and Learning Policy.
- Assessment and Examination Policy.
- Academic Calendar.
- Sample Course Syllabi.
- Assessment schedules.
- Grading system.
- Samples of assessed student work.
- Moderation reports.
- Student evaluation summaries.
- Evidence of improvements in teaching and assessment.
-

6.6 Evaluation Questions

Peer reviewers should consider the following:

- | |
|--|
| 1. Does the institution have a clearly articulated teaching and learning philosophy? |
| 2. Are teaching methods appropriate to the programme and level of study? |



3. Is the learning environment supportive of academic and spiritual growth?
4. Are assessment methods aligned with learning outcomes?
5. Are grading policies fair and transparent?
6. Do students receive timely and constructive feedback?
7. Does the institution effectively promote academic integrity?
8. Are assessment moderation procedures implemented consistently?
9. Are online and distance learning programmes equivalent in quality to face-to-face programmes?
10. Does the institution use evidence from teaching evaluations to improve learning outcomes?

6.7 Rating Rubric

Rating	Description
5 – Exemplary	Teaching, learning, and assessment demonstrate outstanding quality, innovation, student engagement, and continuous improvement, with strong evidence of achievement of learning outcomes.
4 – Fully Meets Standard	The institution effectively implements teaching and assessment practices that support student success and meet all PATA requirements.
3 – Meets Standard	Essential teaching and assessment systems are in place with only minor improvements needed.
2 – Partially Meets Standard	Significant weaknesses exist in teaching effectiveness, assessment practices, or alignment with learning outcomes.
1 – Does Not Meet Standard	Teaching and assessment systems are inadequate or lack sufficient evidence of quality and effectiveness.

6.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Provide regular professional development in teaching methods and educational technology.
- Increase the use of active and experiential learning strategies.
- Strengthen assessment moderation and quality assurance processes.
- Expand student feedback mechanisms and use findings for improvement.
- Review assessment methods to ensure alignment with Programme and Course Learning Outcomes.
- Periodically evaluate the effectiveness of online and blended learning.



6.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its teaching, learning, and assessment practices are mission-aligned, student-centred, academically rigorous, spiritually formative, and supported by systematic evaluation and continuous improvement.

Evidence shall demonstrate that students achieve the intended learning outcomes and are prepared for effective Christian ministry, theological scholarship, and lifelong service.

PART III

ACCREDITATION STANDARDS

STANDARD 7

FACULTY

7.1 Purpose

The purpose of this standard is to ensure that the institution appoints, develops, supports, and evaluates qualified faculty members who are committed to biblical faithfulness, academic excellence, spiritual formation, and effective ministry.

Faculty members play a central role in achieving the institution's mission through teaching, research, mentoring, scholarship, curriculum development, and service to the Church and society.

7.2 Standard

The institution shall employ an adequate number of qualified faculty members whose academic credentials, ministry experience, professional competence, and Christian character are appropriate to the programmes offered.

The institution shall maintain policies and procedures for faculty recruitment, appointment, orientation, evaluation, development, promotion, and retention.

7.3 Criteria

Criterion 7.3.1 Faculty Qualifications



Faculty members shall possess qualifications appropriate to the level and discipline in which they teach.

The institution shall ensure that faculty demonstrate:

- Academic preparation relevant to the subject taught.
- Sound biblical and theological understanding.
- Commitment to the institution's mission and Statement of Faith.
- Appropriate ministry experience, where applicable.
- Teaching competence.
- Personal integrity and Christian character.

Professional experience or recognized ministry expertise may complement formal academic qualifications where appropriate, provided academic quality is maintained.

Criterion 7.3.2 Faculty Recruitment and Appointment

The institution shall maintain written policies governing faculty recruitment and appointment.

Recruitment procedures shall be:

- Fair.
- Transparent.
- Merit-based.
- Consistent with institutional policies.
- Free from unlawful discrimination.

Faculty appointments shall be documented through written contracts or letters of appointment.

Criterion 7.3.3 Faculty Roles and Responsibilities

Faculty responsibilities shall be clearly defined and normally include:

- Teaching.
- Student mentoring and academic advising.
- Curriculum development.
- Assessment of student learning.
- Research and scholarly engagement.
- Ministry involvement.
- Institutional service.
- Participation in faculty meetings and committees.

The institution shall provide written job descriptions for all faculty positions.

Criterion 7.3.4 Faculty Workload



The institution shall establish equitable faculty workload policies that consider:

- Teaching responsibilities.
- Preparation time.
- Student supervision.
- Research.
- Administrative assignments.
- Community and ministry engagement.

Workloads shall enable faculty members to perform their duties effectively while maintaining educational quality.

Criterion 7.3.5 Faculty Development

The institution shall provide ongoing opportunities for faculty development.

Faculty development may include:

- Continuing theological education.
- Academic conferences.
- Research seminars.
- Pedagogical training.
- Educational technology workshops.
- Ministry enrichment.
- Spiritual retreats.
- Professional memberships.

The institution shall allocate appropriate resources to support faculty growth.

Criterion 7.3.6 Faculty Evaluation

The institution shall implement a systematic faculty evaluation process.

Evaluation may include:

- Classroom observation.
- Student evaluations.
- Peer review.
- Self-evaluation.
- Academic leadership review.
- Ministry involvement.
- Scholarly activity.

Evaluation findings shall be communicated to faculty members and used for professional development.

Criterion 7.3.7 Research and Scholarship



Faculty members are encouraged to contribute to theological scholarship and ministry through:

- Research.
- Publications.
- Conference presentations.
- Curriculum development.
- Ministry resources.
- Community engagement.

The institution shall foster a culture of scholarly inquiry appropriate to its mission and programme levels.

Criterion 7.3.8 Spiritual and Ministerial Life

Faculty members shall demonstrate lives consistent with Christian faith and ethical conduct.

Faculty are expected to:

- Support the institution's Statement of Faith.
- Participate in the spiritual life of the institution.
- Model Christian character.
- Engage in appropriate ministry.
- Mentor students in faith and service.

Criterion 7.3.9 Faculty Records

The institution shall maintain accurate and secure records for each faculty member, including:

- Academic qualifications.
- Curriculum vitae.
- Appointment documents.
- Professional development activities.
- Performance evaluations.
- Ministry experience.
- Publications and scholarly contributions.

Criterion 7.3.10 Faculty Sufficiency

The institution shall maintain a sufficient number of qualified faculty to support:

- Student enrolment.
- Programme delivery.
- Academic advising.
- Assessment.



- Curriculum review.
- Institutional committees.
- Research and scholarly activities.

Reliance on part-time or adjunct faculty shall not compromise programme quality or institutional effectiveness.

7.4 Indicators

Evidence of compliance may include:

- Faculty Handbook.
- Faculty Recruitment Policy.
- Appointment Letters.
- Curriculum Vitae.
- Academic Certificates.
- Faculty Qualification Matrix.
- Job Descriptions.
- Workload Policy.
- Faculty Evaluation Reports.
- Professional Development Records.
- Research and Publication Lists.
- Faculty Meeting Minutes.
- Faculty Retention Data.

7.5 Required Evidence

The institution shall provide:

- Faculty list with qualifications.
- Faculty Handbook.
- Recruitment and appointment policies.
- Faculty workload policy.
- Faculty evaluation procedures.
- Professional development plan.
- Records of faculty training.
- Samples of faculty evaluations.
- Research and publication records.
- Faculty qualification matrix.



7.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Are faculty qualifications appropriate to the subjects taught?
2. Does the institution maintain fair recruitment and appointment procedures?
3. Are faculty responsibilities clearly defined?
4. Are workloads reasonable and conducive to quality teaching?
5. Does the institution support ongoing faculty development?
6. Are faculty evaluated regularly using multiple sources of evidence?
7. Do faculty contribute to scholarship and ministry?
8. Do faculty model Christian character and support the institution's mission?
9. Are faculty records complete and up to date?
10. Is the number of faculty sufficient to support the institution's programmes and students?

7.7 Rating Rubric

Rating	Description
5 – Exemplary	Faculty are highly qualified, actively engaged in teaching, scholarship, ministry, and professional development, with exemplary institutional support and evaluation systems.
4 – Fully Meets Standard	Faculty qualifications, performance, and development fully meet PATA expectations and effectively support programme quality.
3 – Meets Standard	Faculty systems meet the essential requirements, with only minor improvements needed.
2 – Partially Meets Standard	Significant weaknesses exist in faculty qualifications, workload, evaluation, or development.
1 – Does Not Meet Standard	Faculty resources or management are inadequate to support programme quality and institutional mission.

7.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Develop a long-term faculty recruitment and succession plan.
- Increase opportunities for doctoral study and advanced theological education.
- Encourage faculty research, publication, and conference participation.



- Provide regular training in teaching methodologies and educational technology.
- Strengthen mentoring programmes for new faculty members.
- Review faculty workload periodically to ensure balance between teaching, research, ministry, and institutional service.
- Recognize and reward excellence in teaching, scholarship, and ministry.

7.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that it employs sufficient, qualified, and mission-committed faculty who effectively support teaching, student learning, research, spiritual formation, and institutional development.

Faculty members shall be appropriately recruited, supported, evaluated, and developed to ensure the continuing quality and effectiveness of theological education.

PART III

ACCREDITATION STANDARDS

STANDARD 8

STUDENT ADMISSIONS, SUPPORT SERVICES, AND STUDENT DEVELOPMENT

8.1 Purpose

The purpose of this standard is to ensure that the institution admits students through fair and transparent procedures, provides appropriate academic, spiritual, and personal support throughout their studies, and prepares graduates for effective Christian ministry, leadership, and lifelong learning.

Student services shall contribute to holistic development by promoting academic success, spiritual growth, personal well-being, leadership development, and responsible Christian citizenship.



8.2 Standard

The institution shall establish and implement policies and procedures governing student admission, orientation, academic advising, spiritual formation, student welfare, discipline, grievance resolution, career and ministry guidance, graduation, and alumni engagement.

Student services shall be appropriate to the institution's mission, student population, and educational programmes.

8.3 Criteria

Criterion 8.3.1 Student Admission

The institution shall maintain published admission policies that are fair, transparent, and consistently applied.

Admission policies shall clearly specify:

- Eligibility requirements.
- Academic qualifications.
- Spiritual expectations, where applicable.
- Required application documents.
- Admission procedures.
- Recognition of previous studies or transfer credits, where applicable.

Admission decisions shall be based on published criteria and documented procedures.

Criterion 8.3.2 Student Recruitment

The institution shall conduct student recruitment ethically and accurately.

Recruitment materials shall truthfully describe:

- Academic programmes.
- Institutional mission.
- Accreditation status.
- Tuition and fees.
- Student services.
- Graduation requirements.

The institution shall avoid misleading or deceptive recruitment practices.



Criterion 8.3.3 Student Orientation

The institution shall provide an orientation programme for newly admitted students.

Orientation should introduce students to:

- Institutional mission and values.
- Academic regulations.
- Student Code of Conduct.
- Assessment and grading policies.
- Library and learning resources.
- Technology services.
- Student support services.
- Spiritual life and ministry opportunities.

Criterion 8.3.4 Academic Advising

The institution shall provide academic advising throughout the student's programme of study.

Academic advising shall assist students in:

- Course selection.
- Academic progress.
- Graduation requirements.
- Academic difficulties.
- Educational planning.

Qualified faculty or staff members shall be assigned as academic advisors.

Criterion 8.3.5 Student Support Services

The institution shall provide appropriate support services that contribute to student success.

Support services may include:

- Academic support.
- Learning assistance.
- Library services.
- Information technology support.
- Personal mentoring.
- Financial guidance.
- Health and wellness referrals, where available.
- Accommodation support, where applicable.

Services shall be accessible to all students.



Criterion 8.3.6 Spiritual Formation

The institution shall intentionally promote the spiritual development of students.

Spiritual formation may include:

- Chapel services.
- Corporate worship.
- Prayer meetings.
- Bible study.
- Mentoring.
- Discipleship groups.
- Spiritual retreats.
- Ministry opportunities.

Spiritual formation shall complement the institution's academic programmes and mission.

Criterion 8.3.7 Student Conduct and Discipline

The institution shall maintain a published Student Code of Conduct.

Policies shall address:

- Christian ethics.
- Academic integrity.
- Student responsibilities.
- Disciplinary procedures.
- Due process.
- Appeals.

Disciplinary actions shall be fair, consistent, and respectful of student dignity.

Criterion 8.3.8 Student Grievances and Appeals

The institution shall provide written procedures through which students may submit complaints, grievances, or academic appeals.

The process shall be:

- Accessible.
- Fair.
- Confidential.
- Timely.
- Free from retaliation.



Students shall be informed of the procedures during orientation and through the Student Handbook.

Criterion 8.3.9 Student Records

The institution shall maintain accurate, secure, and confidential student records.

Records shall include:

- Admission documents.
- Academic transcripts.
- Attendance records.
- Assessment results.
- Graduation records.
- Disciplinary records, where applicable.

Student records shall be protected in accordance with applicable laws and institutional policies.

Criterion 8.3.10 Graduation Requirements

The institution shall publish clear graduation requirements for each academic programme.

Graduation requirements shall include:

- Completion of required credits.
- Achievement of programme learning outcomes.
- Academic standing requirements.
- Ministry or internship requirements, where applicable.
- Financial clearance, if required by institutional policy.

Graduation requirements shall be applied consistently.

Criterion 8.3.11 Career and Ministry Development

The institution shall support students in preparing for Christian ministry, employment, further education, or vocational service.

Support may include:

- Ministry placement assistance.
- Career guidance.
- Resume preparation.
- Leadership development.
- Networking with churches and ministry organizations.
- Graduate study advising.



Criterion 8.3.12 Alumni Relations

The institution shall maintain communication with graduates and encourage their continued engagement with the institution.

Alumni engagement may include:

- Graduate surveys.
- Alumni associations.
- Continuing education opportunities.
- Ministry networking.
- Institutional events.
- Mentoring current students.

Graduate feedback shall be used as part of institutional quality improvement.

8.4 Indicators

Evidence of compliance may include:

- Admission Policy.
- Student Handbook.
- Student Code of Conduct.
- Orientation Programme.
- Academic Advising Policy.
- Student Support Policy.
- Chapel and Spiritual Formation Schedule.
- Student Grievance Policy.
- Graduation Requirements.
- Alumni Database.
- Graduate Survey Reports.
- Student Satisfaction Survey Reports.
- Ministry Placement Records.

8.5 Required Evidence

The institution shall provide:

- Published admission requirements.
- Student Handbook.
- Orientation materials.
- Academic advising records.
- Student support policies.
- Student Code of Conduct.
- Student grievance procedures.
- Graduation policy.



- Alumni engagement records.
- Student satisfaction data.
- Graduate outcome reports.

8.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Are admission policies fair, transparent, and consistently applied?
2. Does the institution accurately represent its programmes and services?
3. Is orientation provided for new students?
4. Do students receive effective academic advising?
5. Are student support services adequate for the institution's mission and enrolment?
6. Is spiritual formation intentionally integrated into student life?
7. Are disciplinary procedures fair and clearly documented?
8. Does the institution maintain secure and accurate student records?
9. Are graduation requirements clearly communicated and consistently applied?
10. Does the institution maintain meaningful relationships with alumni and use graduate feedback for improvement?

8.7 Rating Rubric

Rating	Description
5 – Exemplary	Student admissions, services, and development are comprehensive, well-coordinated, and demonstrate outstanding support for academic success, spiritual formation, and ministry preparation.
4 – Fully Meets Standard	Student policies and services fully support institutional mission and meet all PATA requirements.
3 – Meets Standard	Essential student services are in place with only minor improvements needed.
2 – Partially Meets Standard	Student services exist but are inconsistent, limited, or insufficient to support student success.
1 – Does Not Meet Standard	Student admissions or support systems are inadequate or lack sufficient evidence of effectiveness.

8.8 Recommendations for Continuous Improvement

Institutions are encouraged to:



- Regularly review admission policies to ensure fairness and accessibility.
- Strengthen academic advising and mentoring systems.
- Expand student leadership and ministry opportunities.
- Conduct annual student satisfaction and graduate outcome surveys.
- Enhance career and ministry placement services through partnerships with churches and Christian organizations.
- Use student and alumni feedback to improve institutional policies, programmes, and services.

8.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that it provides fair admissions, comprehensive student support, intentional spiritual formation, effective academic advising, and appropriate services that enable students to complete their studies successfully and prepare for Christian ministry, leadership, and lifelong service.

PART III

ACCREDITATION STANDARDS

STANDARD 9

LIBRARY, LEARNING RESOURCES, AND INFORMATION SERVICES

9.1 Purpose

The purpose of this standard is to ensure that the institution provides adequate library services, learning resources, and information support that promote academic excellence, theological scholarship, spiritual growth, and lifelong learning.

The library shall function as an essential academic resource supporting teaching, learning, research, curriculum development, faculty scholarship, and ministry preparation. Learning resources shall be accessible, relevant, current, and appropriate to the institution's mission, programmes, and student population.



9.2 Standard

The institution shall maintain a library and learning resource system that adequately supports all academic programmes through appropriate collections, qualified personnel, technology, facilities, and services.

Library resources shall be systematically planned, developed, evaluated, and improved to meet the educational and research needs of students and faculty.

9.3 Criteria

Criterion 9.3.1 Library Mission and Planning

The institution shall maintain a written library mission and development plan that aligns with the institutional mission and academic programmes.

The library plan shall include:

- Collection development.
- Budget planning.
- Technology enhancement.
- User services.
- Staff development.
- Resource evaluation.
- Strategic priorities.

Criterion 9.3.2 Library Collections

The library shall maintain an adequate and balanced collection appropriate to the programmes offered.

The collection should include:

- Bibles in relevant languages.
- Biblical studies.
- Theology.
- Church history.
- Missions and evangelism.
- Christian education.
- Pastoral ministry.
- Counseling.
- Ethics.
- Leadership.
- Pentecostal studies.
- Reference materials.
- Dictionaries.



- Encyclopedias.
- Journals.
- Periodicals.

Collections shall be reviewed and updated regularly.

Criterion 9.3.3 Digital Learning Resources

The institution shall provide access to appropriate electronic resources.

Digital resources may include:

- E-books.
- Online journals.
- Academic databases.
- Digital theological libraries.
- Institutional repositories.
- Audio-visual materials.
- Open educational resources.

Students and faculty shall receive guidance in the effective use of digital resources.

Criterion 9.3.4 Library Personnel

The institution shall employ qualified personnel to manage library services.

Library personnel should demonstrate competence in:

- Library administration.
- Collection management.
- Cataloguing.
- Information literacy instruction.
- Digital resource management.
- User support.

Professional development opportunities should be provided.

Criterion 9.3.5 Library Services

The library shall provide services that support teaching, learning, and research.

Services may include:

- Reference assistance.
- Circulation services.
- Research support.
- Information literacy instruction.



- Interlibrary cooperation.
- Digital reference services.
- User orientation.

Library operating hours shall reasonably meet the needs of students and faculty.

Criterion 9.3.6 Information Literacy

The institution shall promote information literacy by equipping students to:

- Locate information.
- Evaluate sources critically.
- Use information ethically.
- Cite references accurately.
- Conduct theological research responsibly.

Information literacy should be integrated into the curriculum where appropriate.

Criterion 9.3.7 Library Facilities

Library facilities shall provide an environment conducive to study and research.

Facilities should include:

- Reading areas.
- Study spaces.
- Computer access, where appropriate.
- Internet connectivity.
- Adequate lighting and ventilation.
- Accessibility for users.

The institution shall ensure that library facilities are safe, secure, and well maintained.

Criterion 9.3.8 Library Technology

The institution shall use appropriate technology to support library operations.

Technology may include:

- Library Management System (LMS).
- Online Public Access Catalogue (OPAC).
- Barcode or RFID systems.
- Digital repositories.
- Electronic borrowing systems.

Where appropriate, remote access to electronic resources should be provided.



Criterion 9.3.9 Collection Development and Evaluation

The institution shall maintain a written Collection Development Policy.

Collection development shall consider:

- Curriculum needs.
- Faculty recommendations.
- Student requests.
- New publications.
- Budget availability.
- Usage statistics.
- Programme expansion.

Periodic evaluation shall ensure that collections remain relevant and current.

Criterion 9.3.10 Resource Accessibility

Learning resources shall be accessible to all students regardless of the mode of study.

Where programmes are offered through online, hybrid, or extension delivery, equivalent access to library services and learning resources shall be provided.

9.4 Indicators

Evidence of compliance may include:

- Library Policy Manual.
- Collection Development Policy.
- Library Strategic Plan.
- Library Budget.
- Library Catalogue.
- Acquisition Records.
- Database Subscriptions.
- Library Usage Statistics.
- Information Literacy Programme.
- Library Staff Qualifications.
- User Satisfaction Surveys.
- Library Annual Reports.

9.5 Required Evidence

The institution shall provide:

- Library Policy.
- Library Mission Statement.



- Library Budget.
- Collection statistics.
- List of journals and databases.
- Library staff qualifications.
- Library usage reports.
- Information literacy materials.
- Collection Development Policy.
- Evidence of recent acquisitions.

9.6 Evaluation Questions

Peer reviewers should consider the following:

1. Does the library adequately support the institution's academic programmes?
2. Are library collections current, relevant, and appropriate?
3. Are sufficient digital resources available?
4. Are qualified personnel responsible for library services?
5. Do students receive information literacy training?
6. Are library facilities conducive to learning and research?
7. Is library technology effectively used?
8. Is there a systematic process for collection development?
9. Are online and extension students provided equivalent access to resources?
10. Is evidence used to improve library services?

9.7 Rating Rubric

Rating	Description
5 – Exemplary	The library demonstrates outstanding collections, services, technology, and user support, with evidence of innovation and continuous improvement.
4 – Fully Meets Standard	Library resources and services fully support the institution's programmes and meet all PATA requirements.
3 – Meets Standard	Essential library resources and services are adequate, with only minor enhancements needed.
2 – Partially Meets Standard	Library collections, staffing, technology, or services require significant improvement to support programme quality.
1 – Does Not Meet Standard	Library resources are inadequate or insufficient to support the institution's mission and academic programmes.

9.8 Recommendations for Continuous Improvement



Institutions are encouraged to:

- Increase investment in current theological resources and digital databases.
- Expand collections in emerging areas of ministry and theological scholarship.
- Strengthen information literacy instruction across academic programmes.
- Develop partnerships with other theological libraries for resource sharing.
- Regularly assess user satisfaction and incorporate feedback into library planning.
- Ensure equitable access to resources for online, extension, and distance learners.

9.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its library, learning resources, and information services effectively support teaching, learning, research, and ministry preparation. The institution shall provide sufficient physical and digital resources, qualified personnel, and accessible services that contribute to academic excellence and continuous institutional improvement.

PART III

ACCREDITATION STANDARDS

STANDARD 10

EDUCATIONAL TECHNOLOGY, DIGITAL LEARNING, AND INFORMATION SYSTEMS

10.1 Purpose

The purpose of this standard is to ensure that the institution effectively integrates educational technology into teaching, learning, research, administration, and student support while maintaining academic quality, biblical integrity, and institutional effectiveness.

Educational technology should enhance learning, improve access to theological education, support faculty and student engagement, strengthen institutional administration, and promote responsible innovation.

10.2 Standard



The institution shall establish and maintain appropriate educational technology, digital learning systems, and information management services that effectively support its mission, academic programmes, student learning, research, and institutional operations.

Technology shall be used to enhance educational quality while maintaining academic integrity and equitable access for all students.

10.3 Criteria

Criterion 10.3.1 Technology Strategy

The institution shall maintain a written Information and Educational Technology Strategy aligned with its strategic plan.

The strategy shall address:

- Educational technology.
- Digital learning.
- Infrastructure development.
- Information security.
- Staff training.
- Technology budgeting.
- Innovation and continuous improvement.

The strategy shall be reviewed periodically.

Criterion 10.3.2 Technology Infrastructure

The institution shall provide reliable technology infrastructure appropriate to its programmes and student population.

Infrastructure may include:

- Internet connectivity.
- Campus network.
- Computer laboratories.
- Wi-Fi access.
- Audio-visual equipment.
- Video conferencing facilities.
- Cloud-based services.
- Data storage and backup systems.

Infrastructure shall be regularly maintained and upgraded.

Criterion 10.3.3 Learning Management System (LMS)



Where online or blended learning is offered, the institution shall maintain an appropriate Learning Management System.

The LMS should support:

- Course delivery.
- Assignment submission.
- Student communication.
- Assessment.
- Grade reporting.
- Learning analytics.
- Academic resources.

Faculty and students shall receive orientation and technical support for effective use of the system.

Criterion 10.3.4 Online and Distance Education

Institutions offering online, hybrid, or distance education shall ensure that:

- Programme learning outcomes are equivalent to face-to-face delivery.
- Students receive timely academic and technical support.
- Faculty are trained in online pedagogy.
- Assessment methods preserve academic integrity.
- Student identity is verified where appropriate.

Distance education shall meet the same academic standards as campus-based programmes.

Criterion 10.3.5 Technology Support Services

The institution shall provide appropriate technical support for faculty, staff, and students.

Support services may include:

- Helpdesk assistance.
- User training.
- Software support.
- Hardware maintenance.
- Password management.
- Network support.
- Troubleshooting services.

Support shall be available during normal institutional operating hours.

Criterion 10.3.6 Information Security and Data Protection



The institution shall maintain policies and procedures to protect information systems and institutional data.

The institution shall:

- Protect confidential records.
- Maintain secure user authentication.
- Perform regular data backups.
- Protect against cyber threats.
- Comply with applicable privacy and data protection requirements.

Security incidents shall be documented and addressed promptly.

Criterion 10.3.7 Digital Literacy

The institution shall promote digital literacy among faculty, staff, and students.

Training may include:

- Effective use of educational technology.
- Digital research skills.
- Information literacy.
- Cybersecurity awareness.
- Responsible use of artificial intelligence.
- Academic integrity in digital environments.

Criterion 10.3.8 Educational Innovation

The institution is encouraged to explore educational innovations that enhance student learning while remaining consistent with its mission and academic standards.

Innovations may include:

- Interactive learning technologies.
- Digital collaboration tools.
- Virtual classrooms.
- Multimedia resources.
- Simulation-based learning.
- Open educational resources.

Innovation shall be evaluated for educational effectiveness before widespread implementation.

Criterion 10.3.9 Administrative Information Systems

The institution shall maintain reliable information systems to support academic and administrative operations.



Information systems may include:

- Student Information System (SIS).
- Finance and accounting systems.
- Human resource management.
- Library management.
- Document management.
- Institutional reporting.

Information systems shall support accurate record keeping and timely decision-making.

Criterion 10.3.10 Evaluation and Continuous Improvement

The institution shall regularly evaluate the effectiveness of its educational technology and information systems.

Evaluation shall consider:

- User satisfaction.
- System reliability.
- Educational impact.
- Security performance.
- Accessibility.
- Resource utilization.

Evaluation findings shall inform future planning and technology investments.

10.4 Indicators

Evidence of compliance may include:

- Information Technology Policy.
- Educational Technology Strategy.
- Learning Management System documentation.
- Technology Budget.
- Network infrastructure records.
- User training materials.
- Cybersecurity policy.
- Data backup procedures.
- Technology usage reports.
- Student and faculty satisfaction surveys.
- Online course quality reviews.

10.5 Required Evidence



The institution shall provide:

- Information Technology Policy.
- Educational Technology Plan.
- Inventory of technology resources.
- Learning Management System information.
- Technology training records.
- Information security policy.
- Data backup procedures.
- User support documentation.
- Technology evaluation reports.
- Evidence of technology improvements.

10.6 Evaluation Questions

Peer reviewers should consider the following:

1. Does the institution maintain an effective technology strategy?
2. Is technology infrastructure adequate for programme delivery?
3. Is the Learning Management System effectively implemented?
4. Are online programmes equivalent in quality to face-to-face programmes?
5. Do students and faculty receive adequate technical support?
6. Are institutional information systems secure and reliable?
7. Does the institution promote digital literacy?
8. Are educational technologies used to improve teaching and learning?
9. Does the institution evaluate the effectiveness of technology services?
10. Is technology planning integrated into the institution's strategic planning process?

10.7 Rating Rubric

Rating	Description
5 - Exemplary	The institution demonstrates outstanding integration of educational technology, digital learning, information systems, and innovation, with strong evidence of effectiveness and continuous improvement.
4 - Fully Meets Standard	Technology resources and services fully support the institution's mission and academic programmes.
3 - Meets Standard	Essential technology systems are in place with only minor improvements needed.
2 - Partially Meets Standard	Technology resources or systems are inconsistent or insufficient to fully support institutional needs.
1 - Does Not Meet Standard	Technology infrastructure, digital learning systems, or information management are inadequate or unsupported by evidence.



10.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Develop a multi-year technology replacement and upgrade plan.
- Increase investment in educational technology and digital library resources.
- Expand faculty training in online and blended learning methodologies.
- Regularly review cybersecurity and data protection measures.
- Strengthen digital literacy programmes for students and staff.
- Evaluate emerging technologies, including artificial intelligence, to enhance teaching and learning while maintaining academic integrity.

10.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that educational technology, digital learning, and information systems effectively support teaching, learning, research, administration, and student services. Technology shall be reliable, secure, accessible, and aligned with the institution's mission, strategic priorities, and commitment to continuous quality improvement.

PART III

ACCREDITATION STANDARDS

STANDARD 11

RESEARCH, SCHOLARSHIP, INNOVATION, AND PUBLICATIONS

11.1 Purpose

The purpose of this standard is to ensure that the institution promotes a culture of research, scholarship, innovation, and publication that strengthens theological education, supports the mission of the Church, contributes to academic excellence, and addresses the contemporary needs of society.



Research and scholarship should deepen biblical understanding, enrich theological reflection, encourage critical inquiry, support ministry practice, and contribute to the advancement of knowledge within Pentecostal and Christian traditions.

The scope and intensity of research activities shall be appropriate to the institution's mission, programme levels, and available resources.

11.2 Standard

The institution shall establish policies, structures, and resources that encourage and support research, scholarly activity, innovation, and publication by faculty and students.

Research activities shall demonstrate academic integrity, ethical responsibility, theological soundness, and relevance to Christian ministry and society.

11.3 Criteria

Criterion 11.3.1 Research Policy

The institution shall maintain a written Research Policy approved by the governing authority.

The policy shall address:

- Research objectives.
- Institutional priorities.
- Research ethics.
- Academic integrity.
- Publication expectations.
- Intellectual property.
- Collaboration.
- Research supervision.
- Dissemination of research findings.

Criterion 11.3.2 Research Culture

The institution shall foster an environment that values scholarly inquiry and continuous learning.

Evidence of a research culture may include:



- Faculty research projects.
- Student research activities.
- Research seminars.
- Academic conferences.
- Scholarly discussions.
- Reading groups.
- Research mentoring.

Research activities shall be appropriate to the institution's academic level.

Criterion 11.3.3 Faculty Scholarship

Faculty members are encouraged to contribute to theological scholarship through activities such as:

- Books and book chapters.
- Peer-reviewed journal articles.
- Conference presentations.
- Curriculum development.
- Ministry resources.
- Biblical and theological research.
- Community-based research.

The institution shall encourage ongoing scholarly engagement and professional development.

Criterion 11.3.4 Student Research

Academic programmes shall include research experiences appropriate to the qualification level.

Student research may include:

- Research papers.
- Ministry projects.
- Case studies.
- Field research.
- Biblical exegesis.
- Theses.
- Dissertations.
- Capstone projects.

Students shall receive appropriate supervision and guidance throughout the research process.

Criterion 11.3.5 Research Ethics



The institution shall establish and enforce policies governing ethical conduct in research.

Research ethics shall address:

- Honesty in scholarship.
- Proper citation and referencing.
- Plagiarism prevention.
- Protection of research participants.
- Responsible data management.
- Confidentiality.
- Conflict of interest.

Where applicable, research involving human participants shall be reviewed through an appropriate ethics review process.

Criterion 11.3.6 Publications

The institution shall encourage the dissemination of scholarly work through appropriate publications.

Publications may include:

- Academic journals.
- Books.
- Conference proceedings.
- Ministry resources.
- Institutional publications.
- Digital publications.

The institution should maintain standards of academic quality and editorial integrity.

Criterion 11.3.7 Research Collaboration

The institution is encouraged to establish collaborative relationships with:

- Churches.
- Seminaries.
- Universities.
- Research centres.
- Christian organizations.
- International academic partners.

Collaborative research should advance theological education and ministry while respecting institutional mission and values.

Criterion 11.3.8 Research Resources



The institution shall provide resources that support research activities.

Resources may include:

- Library collections.
- Digital databases.
- Research software.
- Internet access.
- Faculty mentoring.
- Research funding, where available.

The level of support shall be appropriate to the institution's mission and programme offerings.

Criterion 11.3.9 Innovation

The institution shall encourage innovation in theological education, ministry practice, and institutional development.

Innovation may include:

- New teaching methods.
- Educational technology.
- Contextual theological models.
- Ministry initiatives.
- Community engagement projects.
- Curriculum development.

Innovative practices shall be evaluated for effectiveness and consistency with the institution's mission.

Criterion 11.3.10 Evaluation of Research

The institution shall periodically evaluate the effectiveness of its research and scholarly activities.

Evaluation may consider:

- Faculty publications.
- Student research quality.
- Research participation.
- Conference presentations.
- Institutional research priorities.
- Contribution to ministry and society.

Evaluation findings shall inform future planning and resource allocation.



11.4 Indicators

Evidence of compliance may include:

- Research Policy.
- Research Committee minutes.
- Faculty publication list.
- Student theses and dissertations.
- Research project reports.
- Conference participation records.
- Institutional journal or newsletter.
- Research ethics guidelines.
- Collaboration agreements.
- Research budget.
- Annual research report.

11.5 Required Evidence

The institution shall provide:

- Research Policy.
- Faculty publication records.
- Samples of student research.
- Research ethics documentation.
- Research supervision procedures.
- Records of conferences and seminars.
- Research Committee reports.
- Institutional publications.
- Evidence of collaborative research activities.
- Annual research statistics.

11.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have a written Research Policy?
2. Is there evidence of an active research culture?
3. Do faculty members engage in scholarly activity?
4. Are students provided appropriate research opportunities?
5. Are research ethics policies effectively implemented?
6. Does the institution encourage publication and dissemination of research?
7. Are adequate research resources available?
8. Does the institution collaborate with external academic or ministry partners?
9. Is innovation encouraged and evaluated?
10. Does the institution assess and improve its research activities?



11.7 Rating Rubric

Rating	Description
5 – Exemplary	The institution demonstrates a vibrant culture of research, scholarship, innovation, and publication with significant contributions to theological education and ministry.
4 – Fully Meets Standard	Research and scholarly activities effectively support the institution's mission and academic programmes.
3 – Meets Standard	Essential research systems are in place with evidence of scholarly activity and opportunities for improvement.
2 – Partially Meets Standard	Research activities are limited, inconsistent, or insufficiently supported.
1 – Does Not Meet Standard	The institution lacks an effective research framework or provides insufficient evidence of scholarly activity.

11.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Develop an annual institutional research agenda.
- Support faculty participation in national and international conferences.
- Establish institutional journals or research publications where appropriate.
- Strengthen research supervision for postgraduate students.
- Encourage collaborative research with churches, seminaries, and universities.
- Allocate resources to support research and publication activities.
- Recognize and reward excellence in research and scholarship.

11.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that it promotes research, scholarship, innovation, and publication appropriate to its mission and academic programmes. Evidence shall show that research activities strengthen theological education, contribute to ministry, uphold academic integrity, and support continuous institutional improvement.



PART III

ACCREDITATION STANDARDS

STANDARD 12

SPIRITUAL FORMATION, CHAPEL LIFE, AND STUDENT DISCIPLESHIP

12.1 Purpose

The purpose of this standard is to ensure that the institution intentionally cultivates the spiritual growth, Christian character, biblical maturity, and ministerial calling of its students.

Theological education is more than the transmission of academic knowledge. It is a holistic process that integrates intellectual development, spiritual formation, personal transformation, ministry preparation, and faithful Christian living under the guidance of the Holy Spirit.

The institution shall foster an environment where worship, prayer, discipleship, biblical reflection, and Christian service are integrated into campus life.

12.2 Standard

The institution shall establish and maintain a comprehensive spiritual formation programme that supports the development of Christ-like character, biblical values, Pentecostal spirituality, servant leadership, and lifelong discipleship.

Spiritual formation shall be intentionally integrated into the institution's mission, curriculum, student life, and ministry programmes.

12.3 Criteria

Criterion 12.3.1 Philosophy of Spiritual Formation

The institution shall maintain a written philosophy of spiritual formation consistent with its mission, Statement of Faith, and educational philosophy.

The philosophy shall emphasize:



- Christ-centred living.
- Biblical discipleship.
- Spirit-empowered ministry.
- Christian character.
- Servant leadership.
- Holistic formation.

Criterion 12.3.2 Chapel Programme

The institution shall provide regular corporate worship through chapel services or equivalent gatherings.

The chapel programme should include:

- Worship.
- Prayer.
- Biblical preaching and teaching.
- Testimonies.
- Communion, where appropriate.
- Mission emphasis.
- Special spiritual emphasis services.

Attendance expectations and participation requirements shall be clearly communicated.

Criterion 12.3.3 Prayer and Worship

The institution shall encourage a culture of prayer and worship.

Opportunities may include:

- Daily or weekly prayer meetings.
- Prayer groups.
- Corporate fasting.
- Worship gatherings.
- Intercessory prayer.
- Personal devotional life.

Prayer and worship shall be central to institutional life.

Criterion 12.3.4 Student Discipleship

The institution shall intentionally promote student discipleship through structured programmes such as:

- Small groups.
- Mentoring relationships.



- Bible study groups.
- Spiritual accountability.
- Leadership development.
- Ministry reflection.

Students shall be encouraged to grow in biblical knowledge, Christian maturity, and faithful service.

Criterion 12.3.5 Mentoring and Pastoral Care

The institution shall provide pastoral care and spiritual mentoring appropriate to the needs of its students.

Mentoring may be provided by:

- Faculty members.
- Chaplains.
- Pastors.
- Ministry supervisors.
- Approved mentors.

Pastoral care should address spiritual, personal, and ministry-related concerns.

Criterion 12.3.6 Christian Character and Ethical Living

The institution shall encourage students to demonstrate Christian character through:

- Integrity.
- Humility.
- Compassion.
- Respect for others.
- Personal holiness.
- Responsible stewardship.
- Ethical conduct.
- Servant leadership.

Student conduct policies shall reflect biblical principles and promote Christian witness.

Criterion 12.3.7 Church Participation

The institution shall encourage active participation in the life and ministry of a local church.

Students should be encouraged to:

- Worship regularly.



- Participate in ministry.
- Develop relationships with church leaders.
- Engage in evangelism and community service.
- Support the mission of the local congregation.

Criterion 12.3.8 Spiritual Assessment

The institution shall periodically evaluate the effectiveness of its spiritual formation programme.

Evaluation may include:

- Student reflections.
- Mentor reports.
- Ministry supervisor feedback.
- Student surveys.
- Graduate feedback.
- Chapel participation records.

Evaluation shall respect individual privacy while providing evidence of programme effectiveness.

Criterion 12.3.9 Spiritual Formation Resources

The institution shall provide resources that support spiritual growth, including:

- Chapel facilities.
- Prayer spaces.
- Devotional materials.
- Spiritual formation curriculum.
- Retreat opportunities.
- Access to pastoral care.

Resources shall be appropriate to the institution's mission and student population.

Criterion 12.3.10 Continuous Improvement

The institution shall regularly review and strengthen its spiritual formation programme.

Review shall consider:

- Student needs.
- Institutional mission.
- Feedback from faculty and ministry supervisors.
- Church expectations.
- Assessment findings.



Improvements shall be documented and incorporated into institutional planning.

12.4 Indicators

Evidence of compliance may include:

- Spiritual Formation Policy.
- Chapel schedule.
- Chapel attendance records.
- Discipleship programme materials.
- Mentoring guidelines.
- Pastoral care policy.
- Student Code of Conduct.
- Spiritual retreats and conference records.
- Church placement records.
- Spiritual formation assessment reports.

12.5 Required Evidence

The institution shall provide:

- Philosophy of Spiritual Formation.
- Chapel programme.
- Student discipleship plan.
- Mentoring programme documentation.
- Pastoral care procedures.
- Student Code of Conduct.
- Ministry participation records.
- Student feedback summaries.
- Graduate surveys related to spiritual development.
- Evidence of programme evaluation and improvement.

12.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have a clearly articulated philosophy of spiritual formation?
2. Is chapel life meaningful and integrated into institutional life?
3. Are students provided with intentional discipleship opportunities?
4. Is pastoral care available and accessible?
5. Does the institution encourage Christian character and ethical living?
6. Are students actively involved in local church life and ministry?



7. Are spiritual formation activities evaluated regularly?
8. Are adequate resources available to support spiritual development?
9. Does the institution use assessment results to improve spiritual formation programmes?
10. Is spiritual formation clearly integrated with the institution's mission and educational philosophy?

12.7 Rating Rubric

Rating	Description
5 - Exemplary	Spiritual formation is intentionally integrated throughout institutional life, demonstrating outstanding evidence of student discipleship, chapel life, mentoring, and Christ-like character development.
4 - Fully Meets Standard	The institution maintains an effective and comprehensive spiritual formation programme that fully supports its mission.
3 - Meets Standard	Essential spiritual formation practices are in place with only minor improvements needed.
2 - Partially Meets Standard	Spiritual formation activities exist but lack consistency, coordination, or evidence of effectiveness.
1 - Does Not Meet Standard	The institution lacks a structured spiritual formation programme or provides insufficient evidence of its implementation and effectiveness.

12.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Develop a comprehensive spiritual formation framework that spans the entire student experience.
- Strengthen mentoring relationships between faculty, pastors, and students.
- Provide regular spiritual retreats, prayer initiatives, and leadership development opportunities.
- Encourage deeper engagement with local churches and ministry partners.
- Assess the long-term impact of spiritual formation through alumni and ministry feedback.
- Integrate spiritual formation outcomes into institutional planning and programme evaluation.



12.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that spiritual formation, chapel life, and student discipleship are intentionally planned, effectively implemented, and consistently evaluated. Evidence shall show that students are growing in biblical knowledge, Christian character, Spirit-empowered ministry, and faithful service to the Church and society.

PART III

ACCREDITATION STANDARDS

STANDARD 13

MINISTRY FORMATION, FIELD EDUCATION, INTERNSHIP, AND COMMUNITY ENGAGEMENT

13.1 Purpose

The purpose of this standard is to ensure that the institution intentionally prepares students for effective Christian ministry through supervised field education, practical ministry experiences, leadership development, and engagement with local churches and communities.

Ministry formation integrates theological knowledge, spiritual maturity, ministerial competence, ethical leadership, and practical experience. It enables students to apply biblical and theological learning in real ministry settings while developing servant leadership under the guidance of experienced ministry supervisors.

13.2 Standard

The institution shall establish and implement a structured ministry formation programme that includes supervised field education, ministry internships, leadership development, and community engagement appropriate to its mission and academic programmes.



Ministry experiences shall be intentionally planned, supervised, evaluated, and integrated with classroom learning.

13.3 Criteria

Criterion 13.3.1 Ministry Formation Philosophy

The institution shall maintain a written philosophy of ministry formation that reflects its mission, theological convictions, and educational objectives.

The philosophy shall emphasize:

- Servant leadership.
- Spirit-empowered ministry.
- Biblical faithfulness.
- Practical ministry competence.
- Christian character.
- Lifelong ministry development.

Criterion 13.3.2 Field Education Programme

The institution shall provide supervised field education appropriate to each academic programme.

Field education may include:

- Local church ministry.
- Evangelism.
- Church planting.
- Mission outreach.
- Christian education.
- Chaplaincy.
- Youth ministry.
- Children's ministry.
- Pastoral care.
- Community development.

Field education shall include clearly defined learning objectives.

Criterion 13.3.3 Ministry Internship

Where applicable, students shall complete an organized ministry internship.

Internships shall include:

- Approved ministry placement.
- Qualified ministry supervisor.



- Written learning agreement.
- Defined ministry responsibilities.
- Regular supervision.
- Student reflection.
- Formal evaluation.

The duration and scope of internships shall be appropriate to the programme level.

Criterion 13.3.4 Ministry Supervision

Each student engaged in ministry placement shall be supervised by an appropriately qualified ministry leader.

Supervisors should provide:

- Orientation.
- Guidance.
- Regular mentoring.
- Performance feedback.
- Ministry evaluation.
- Spiritual encouragement.

The institution shall maintain regular communication with ministry supervisors.

Criterion 13.3.5 Leadership Development

The institution shall intentionally develop leadership competencies.

Leadership development may include:

- Team leadership.
- Ministry planning.
- Conflict resolution.
- Communication skills.
- Decision-making.
- Ethical leadership.
- Vision casting.
- Organizational management.

Leadership opportunities should be provided both within the institution and in ministry settings.

Criterion 13.3.6 Community Engagement

The institution shall encourage students to engage in compassionate Christian service.



Community engagement may include:

- Community development.
- Social outreach.
- Disaster response.
- Educational programmes.
- Healthcare ministry.
- Poverty alleviation.
- Advocacy.
- Cross-cultural ministry.

Community engagement shall demonstrate Christian compassion and biblical witness.

Criterion 13.3.7 Integration of Theory and Practice

The institution shall intentionally integrate classroom learning with ministry practice.

Students shall be encouraged to apply:

- Biblical interpretation.
- Theology.
- Leadership.
- Pastoral ministry.
- Ethics.
- Mission.
- Evangelism.

Reflection activities shall help students connect academic learning with ministry experience.

Criterion 13.3.8 Ministry Competency Assessment

The institution shall assess ministry competencies using clearly defined criteria.

Assessment may include:

- Ministry supervisor evaluations.
- Faculty evaluations.
- Student reflection journals.
- Ministry portfolios.
- Practical ministry reports.
- Sermon evaluations.
- Leadership projects.
- Ministry case studies.

Assessment shall measure the achievement of ministry learning outcomes.



Criterion 13.3.9 Partnerships with Churches and Ministry Organizations

The institution shall establish and maintain partnerships with churches and Christian organizations that support ministry education.

Partnerships should:

- Provide quality ministry placements.
- Encourage mentoring.
- Support student learning.
- Strengthen cooperation between the institution and the Church.

Partnerships shall be reviewed periodically.

Criterion 13.3.10 Continuous Improvement

The institution shall regularly evaluate its ministry formation programme.

Evaluation shall consider:

- Student feedback.
- Ministry supervisor feedback.
- Church partner feedback.
- Graduate outcomes.
- Faculty evaluation.
- Programme effectiveness.

Findings shall be used to improve ministry education and field experiences.

13.4 Indicators

Evidence of compliance may include:

- Ministry Formation Policy.
- Field Education Manual.
- Internship Handbook.
- Ministry Learning Outcomes.
- Placement Agreements.
- Supervisor Guidelines.
- Student Ministry Logs.
- Ministry Evaluation Forms.
- Reflection Journals.
- Church Partnership Agreements.
- Community Engagement Reports.
- Graduate Ministry Placement Data.



13.5 Required Evidence

The institution shall provide:

- Ministry Formation Policy.
- Field Education Handbook.
- Internship procedures.
- Ministry placement records.
- Learning agreements.
- Supervisor evaluation forms.
- Student ministry portfolios.
- Community engagement documentation.
- Partnership agreements.
- Programme evaluation reports.

13.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have a clearly defined philosophy of ministry formation?
2. Are field education and internships well planned and effectively supervised?
3. Are ministry experiences aligned with programme learning outcomes?
4. Do students receive meaningful mentoring and feedback?
5. Are leadership skills intentionally developed?
6. Does the institution actively engage with local churches and ministry organizations?
7. Are ministry competencies systematically assessed?
8. Is classroom learning effectively integrated with practical ministry?
9. Does the institution evaluate the effectiveness of ministry placements?
10. Is evidence used to strengthen ministry formation programmes?

13.7 Rating Rubric

Rating	Description
5 – Exemplary	Ministry formation is comprehensive, well-integrated, and demonstrates exceptional partnerships, supervision, competency assessment, and graduate preparedness for ministry.



Rating	Description
4 – Fully Meets Standard	Ministry formation effectively supports programme objectives and fully meets PATA expectations.
3 – Meets Standard	Essential ministry formation systems are in place with only minor improvements needed.
2 – Partially Meets Standard	Ministry formation activities exist but require significant strengthening in planning, supervision, assessment, or partnerships.
1 – Does Not Meet Standard	Ministry formation is inadequate or lacks sufficient evidence of quality and effectiveness.

13.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Expand partnerships with churches, mission agencies, and Christian organizations.
- Provide training and orientation for ministry supervisors.
- Develop competency-based ministry assessment tools.
- Increase opportunities for cross-cultural and community-based ministry.
- Strengthen reflective learning through journals, portfolios, and mentoring.
- Regularly evaluate graduate ministry readiness through employer and church feedback.

13.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that ministry formation is intentionally planned, effectively supervised, and integrated with academic learning. Evidence shall show that students develop the biblical knowledge, ministry skills, leadership competencies, and Christian character necessary for faithful and effective service in the Church and society.

PART III

ACCREDITATION STANDARDS



STANDARD 14

FINANCIAL RESOURCES, BUDGETING, AND SUSTAINABILITY

14.1 Purpose

The purpose of this standard is to ensure that the institution demonstrates sound financial management, responsible stewardship, transparency, accountability, and long-term sustainability in support of its mission and educational programmes.

Financial resources shall be sufficient to support academic quality, institutional operations, faculty and staff, student services, infrastructure, and strategic development. Financial decisions shall reflect integrity, accountability, and biblical stewardship.

14.2 Standard

The institution shall maintain adequate financial resources and effective financial management systems to support its mission, academic programmes, and strategic priorities.

Financial planning, budgeting, accounting, reporting, and internal controls shall ensure institutional stability, transparency, and responsible stewardship.

14.3 Criteria

Criterion 14.3.1 Financial Planning

The institution shall prepare a comprehensive financial plan aligned with its strategic plan.

Financial planning shall include:

- Revenue projections.
- Expenditure planning.
- Capital development.
- Reserve planning.
- Risk assessment.
- Long-term financial sustainability.

Financial plans shall be reviewed annually.

Criterion 14.3.2 Budget Development



The institution shall prepare an annual operating budget approved by the Governing Board.

The budget shall:

- Support institutional priorities.
- Reflect realistic income and expenditure.
- Allocate resources appropriately.
- Support academic quality and student services.
- Be monitored throughout the financial year.

Criterion 14.3.3 Financial Management

The institution shall maintain effective financial management systems.

These shall include:

- Accounting procedures.
- Financial reporting.
- Cash management.
- Asset management.
- Procurement procedures.
- Payroll administration.
- Expense authorization.

Financial records shall be accurate, complete, and maintained in accordance with applicable legal requirements.

Criterion 14.3.4 Internal Financial Controls

The institution shall establish internal controls to safeguard financial resources.

Internal controls shall include:

- Segregation of duties.
- Approval procedures.
- Banking controls.
- Cash handling procedures.
- Inventory management.
- Asset verification.
- Financial oversight by the Governing Board.

The institution shall periodically review the effectiveness of its internal controls.

Criterion 14.3.5 Financial Reporting



The institution shall prepare regular financial reports for institutional leadership and the Governing Board.

Reports should include:

- Income and expenditure.
- Budget performance.
- Cash flow.
- Balance sheet.
- Financial position.
- Significant financial risks.

Reports shall support informed decision-making.

Criterion 14.3.6 Audit and Financial Review

The institution shall conduct an annual independent audit or financial review, where required by law or institutional policy.

Audit findings shall be:

- Reviewed by the Governing Board.
- Documented.
- Addressed through appropriate corrective actions.
- Retained as part of institutional records.

Criterion 14.3.7 Revenue Sources

The institution shall maintain diversified and sustainable revenue sources appropriate to its mission.

Revenue may include:

- Tuition and fees.
- Donations.
- Church support.
- Grants.
- Endowments.
- Publications.
- Conferences.
- Other lawful income.

The institution should avoid excessive dependence on a single source of income.

Criterion 14.3.8 Financial Aid



Where financial aid is offered, the institution shall maintain written policies governing:

- Scholarships.
- Grants.
- Tuition assistance.
- Payment plans.
- Student financial responsibilities.

Financial aid shall be administered fairly and transparently.

Criterion 14.3.9 Financial Risk Management

The institution shall identify and manage financial risks.

Risk management shall consider:

- Cash flow.
- Enrolment fluctuations.
- Inflation.
- Emergency expenditures.
- Regulatory changes.
- Economic conditions.

Appropriate contingency plans shall be developed.

Criterion 14.3.10 Financial Sustainability

The institution shall demonstrate its capacity to sustain operations and fulfil its mission over the long term.

Evidence may include:

- Positive financial trends.
- Adequate reserves.
- Responsible debt management.
- Long-term planning.
- Investment in academic quality.
- Ongoing institutional development.

14.4 Indicators

Evidence of compliance may include:

- Strategic Financial Plan.
- Annual Budgets.
- Financial Statements.



- Audit Reports.
- Board Finance Committee Minutes.
- Internal Control Policies.
- Procurement Policy.
- Asset Register.
- Cash Flow Reports.
- Financial Aid Policy.
- Reserve Fund Documentation.
- Risk Management Plan.

14.5 Required Evidence

The institution shall provide:

- Annual budgets for the previous three years.
- Audited or reviewed financial statements.
- Financial policies and procedures.
- Internal control documentation.
- Asset register.
- Finance Committee reports.
- Financial aid policies.
- Risk management documentation.
- Evidence of Board approval of budgets.
- Long-term financial plan.

14.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have sufficient financial resources to support its mission?
2. Are budgets realistic, approved, and effectively monitored?
3. Are financial management systems reliable and transparent?
4. Are internal financial controls adequate?
5. Are financial reports regularly reviewed by institutional leadership and the Governing Board?
6. Are independent audits or financial reviews conducted where appropriate?
7. Does the institution have diversified revenue sources?
8. Are financial aid programmes administered fairly?
9. Has the institution identified and managed significant financial risks?
10. Can the institution demonstrate long-term financial sustainability?



14.7 Rating Rubric

Rating	Description
5 – Exemplary	The institution demonstrates outstanding financial stewardship, sustainability, transparency, and strategic financial planning, with strong evidence of effective governance and resource management.
4 – Fully Meets Standard	Financial resources and management systems effectively support the institution's mission and meet all PATA requirements.
3 – Meets Standard	Essential financial systems are in place with only minor improvements needed.
2 – Partially Meets Standard	Financial management systems require significant improvement in planning, controls, reporting, or sustainability.
1 – Does Not Meet Standard	Financial resources or management systems are inadequate or insufficient to support institutional effectiveness.

14.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Develop multi-year financial sustainability plans.
- Strengthen reserve funds for emergency and strategic needs.
- Diversify revenue sources through partnerships, fundraising, publications, and continuing education.
- Enhance financial reporting dashboards for institutional leaders.
- Conduct periodic reviews of financial policies and internal controls.
- Provide financial management training for administrators and Governing Board members.

14.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate responsible stewardship of financial resources through effective planning, budgeting, financial management, transparency, and accountability. Evidence shall show that the institution possesses the financial capacity to sustain its mission, support academic quality, and pursue continuous institutional improvement.



PART III

ACCREDITATION STANDARDS

STANDARD 15

PHYSICAL FACILITIES, CAMPUS DEVELOPMENT, HEALTH, SAFETY, AND SECURITY

15.1 Purpose

The purpose of this standard is to ensure that the institution provides adequate physical facilities, infrastructure, health and safety measures, and campus resources that effectively support its mission, academic programmes, spiritual formation, and institutional operations.

Facilities shall be safe, accessible, well-maintained, and appropriate to the institution's educational objectives, student population, and programme offerings.

15.2 Standard

The institution shall maintain physical facilities, equipment, and campus infrastructure sufficient to support teaching, learning, worship, research, administration, student services, and community life.

The institution shall also establish appropriate policies and procedures to ensure campus health, safety, security, emergency preparedness, and environmental responsibility.

15.3 Criteria

Criterion 15.3.1 Campus Master Plan

The institution shall maintain a campus development or facilities plan aligned with its strategic plan.

The plan should address:

- Future academic growth.
- Building maintenance.
- Infrastructure improvements.
- Technology integration.
- Accessibility.



- Environmental sustainability.
- Capital development priorities.

The plan shall be reviewed periodically.

Criterion 15.3.2 Academic Facilities

The institution shall provide adequate academic facilities appropriate to the programmes offered.

Facilities may include:

- Classrooms.
- Seminar rooms.
- Faculty offices.
- Computer laboratories.
- Library facilities.
- Research spaces.
- Meeting rooms.

Learning spaces shall be appropriate for the number of students enrolled and the instructional methods employed.

Criterion 15.3.3 Chapel and Worship Facilities

Where consistent with the institution's mission, appropriate facilities shall be available for:

- Chapel services.
- Corporate worship.
- Prayer meetings.
- Spiritual retreats.
- Christian fellowship.

Facilities shall support the institution's spiritual formation programme.

Criterion 15.3.4 Administrative Facilities

Administrative offices shall provide an effective working environment for institutional leadership, faculty, staff, and student services.

Administrative facilities should support:

- Academic administration.
- Admissions.
- Finance.
- Student records.



- Faculty support.
- Institutional meetings.

Criterion 15.3.5 Student Facilities

Where appropriate, the institution shall provide suitable student facilities, which may include:

- Student common areas.
- Dining facilities.
- Residence halls or hostels.
- Recreation areas.
- Study spaces.
- Sanitary facilities.

Student facilities shall promote health, well-being, community life, and effective learning.

Criterion 15.3.6 Health and Safety

The institution shall maintain policies and procedures that promote the health and safety of students, faculty, staff, and visitors.

Health and safety measures shall address:

- Fire safety.
- Electrical safety.
- Building maintenance.
- First aid.
- Emergency contacts.
- Health awareness.
- Safe working conditions.

Safety inspections should be conducted regularly.

Criterion 15.3.7 Campus Security

The institution shall maintain appropriate security measures to protect people, property, and institutional resources.

Security measures may include:

- Access control.
- Visitor management.
- Security personnel, where appropriate.
- Lighting.
- Emergency communication.



- Incident reporting.

Security procedures shall be reviewed periodically.

Criterion 15.3.8 Emergency Preparedness

The institution shall establish written emergency response procedures.

Emergency planning shall address:

- Fire emergencies.
- Natural disasters.
- Medical emergencies.
- Security incidents.
- Evacuation procedures.
- Business continuity.

Students and staff should be informed of emergency procedures, and drills should be conducted periodically.

Criterion 15.3.9 Accessibility and Inclusion

The institution shall strive to provide reasonable accessibility to facilities for students, faculty, staff, and visitors.

Where feasible, facilities should support:

- Safe access.
- Barrier-free movement.
- Inclusive learning environments.
- Appropriate accommodations for persons with disabilities.

Criterion 15.3.10 Environmental Stewardship

The institution is encouraged to demonstrate responsible stewardship of its physical environment.

Environmental initiatives may include:

- Waste reduction.
- Recycling.
- Energy conservation.
- Water management.
- Tree planting.
- Sustainable campus practices.

Environmental stewardship reflects responsible Christian care for God's creation.



15.4 Indicators

Evidence of compliance may include:

- Campus Master Plan.
- Facilities Maintenance Plan.
- Building inspection reports.
- Health and Safety Policy.
- Emergency Response Plan.
- Security procedures.
- Maintenance records.
- Fire safety documentation.
- Accessibility assessments.
- Environmental initiatives.
- Campus maps.
- Student housing policies (where applicable).

15.5 Required Evidence

The institution shall provide:

- Campus development plan.
- Facilities inventory.
- Maintenance schedules.
- Health and Safety Policy.
- Emergency response procedures.
- Fire safety inspection records.
- Security policy.
- Accessibility plan.
- Environmental policy or initiatives.
- Evidence of periodic facility reviews.

15.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Are physical facilities adequate to support the institution's mission and programmes?
2. Are classrooms, library, chapel, and administrative facilities appropriate and well maintained?
3. Does the institution provide a safe and healthy learning environment?
4. Are campus security measures appropriate and effective?
5. Does the institution maintain an emergency preparedness plan?
6. Are facilities reasonably accessible and inclusive?
7. Is there a long-term campus development plan?
8. Are maintenance and infrastructure improvements systematically managed?



9. Does the institution demonstrate responsible environmental stewardship?
10. Are facilities regularly evaluated and improved?

15.7 Rating Rubric

Rating	Description
5 - Exemplary	Facilities are outstanding, safe, well maintained, strategically developed, and fully support academic excellence, spiritual formation, and institutional effectiveness.
4 - Fully Meets Standard	Physical facilities effectively support the institution's mission and meet all PATA requirements.
3 - Meets Standard	Essential facilities and safety systems are adequate, with only minor improvements needed.
2 - Partially Meets Standard	Facilities or safety measures require significant improvement to fully support institutional operations.
1 - Does Not Meet Standard	Physical facilities, safety systems, or infrastructure are inadequate or unsupported by evidence.

15.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Develop a long-term campus infrastructure and maintenance plan.
- Conduct annual health, safety, and security audits.
- Improve accessibility for students and visitors with disabilities.
- Invest in energy-efficient and environmentally sustainable campus initiatives.
- Regularly review emergency preparedness procedures and conduct drills.
- Seek stakeholder feedback regarding the adequacy and effectiveness of campus facilities.

15.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that its physical facilities, infrastructure, health and safety systems, and campus environment effectively support teaching, learning, worship, research, student services, and institutional operations. Evidence shall show responsible stewardship of facilities and a commitment to providing a safe, accessible, and sustainable learning environment.



PART III

ACCREDITATION STANDARDS

STANDARD 16

ACADEMIC ADMINISTRATION, STUDENT RECORDS, AND INFORMATION MANAGEMENT

16.1 Purpose

The purpose of this standard is to ensure that the institution maintains effective academic administration, secure and accurate student records, reliable information management systems, and transparent academic policies that support institutional integrity, educational quality, and student success.

Academic records are official institutional documents and shall be maintained with accuracy, confidentiality, and security throughout the student lifecycle.

16.2 Standard

The institution shall establish and maintain effective systems for academic administration, student records management, information governance, document control, and institutional reporting.

Academic records shall be complete, accurate, secure, accessible to authorized persons, and maintained in accordance with applicable legal requirements and institutional policies.

16.3 Criteria

Criterion 16.3.1 Academic Administration

The institution shall maintain an effective academic administration system responsible for:

- Academic calendar development.
- Course scheduling.
- Student registration.
- Academic advising coordination.
- Examination administration.
- Graduation processing.
- Academic reporting.



Administrative responsibilities shall be clearly assigned and documented.

Criterion 16.3.2 Student Records

The institution shall maintain complete and accurate student records.

Student records shall normally include:

- Admission documents.
- Academic transcripts.
- Course registrations.
- Attendance records.
- Assessment results.
- Internship or ministry records.
- Graduation records.
- Disciplinary records, where applicable.

Records shall be retained in accordance with institutional policy and applicable legal requirements.

Criterion 16.3.3 Academic Transcripts and Certification

The institution shall establish written procedures for the preparation, verification, and issuance of:

- Academic transcripts.
- Certificates.
- Diplomas.
- Degrees.
- Letters of completion.
- Academic verification.

Official academic documents shall accurately reflect student achievement and be protected against unauthorized alteration or misuse.

Criterion 16.3.4 Information Management

The institution shall maintain an effective information management system to support academic and administrative operations.

Information management shall include:

- Student Information Systems (SIS).
- Academic databases.
- Digital document management.
- Institutional reporting.
- Secure data storage.



- Controlled access to records.

Information systems shall support accurate and timely decision-making.

Criterion 16.3.5 Records Security and Confidentiality

The institution shall protect the confidentiality, integrity, and availability of institutional records.

Policies shall address:

- Authorized access.
- Data security.
- Password protection.
- Backup procedures.
- Record retention.
- Disposal of records.
- Confidentiality obligations.

Personal information shall be handled responsibly and in accordance with applicable laws.

Criterion 16.3.6 Examination Administration

The institution shall establish policies governing examinations and academic assessments.

Procedures shall address:

- Examination scheduling.
- Security of examination materials.
- Invigilation.
- Grade submission.
- Result publication.
- Examination appeals.
- Record retention.

Examinations shall be administered fairly and consistently.

Criterion 16.3.7 Institutional Reporting

The institution shall prepare regular academic and institutional reports for leadership and the Governing Board.

Reports may include:



- Student enrolment.
- Retention.
- Graduation rates.
- Academic performance.
- Programme statistics.
- Faculty workload.
- Institutional effectiveness indicators.

Reports shall support planning and continuous improvement.

Criterion 16.3.8 Document Control

The institution shall maintain procedures for the approval, revision, distribution, and archiving of official institutional documents.

Document control shall apply to:

- Policies.
- Regulations.
- Manuals.
- Forms.
- Academic catalogues.
- Student handbooks.
- Faculty handbooks.

Only current, approved versions shall be used for official purposes.

Criterion 16.3.9 Data Quality

The institution shall ensure that institutional data are:

- Accurate.
- Complete.
- Timely.
- Consistent.
- Verifiable.

Data shall be reviewed periodically to identify and correct errors.

Criterion 16.3.10 Continuous Improvement

The institution shall regularly evaluate the effectiveness of its academic administration and information management systems.

Evaluation shall consider:

- User satisfaction.



- Data accuracy.
- Administrative efficiency.
- Information security.
- Compliance with policies.
- Technological improvements.

Findings shall be used to strengthen institutional systems.

16.4 Indicators

Evidence of compliance may include:

- Academic Administration Policy.
- Academic Calendar.
- Student Records Policy.
- Transcript Policy.
- Examination Regulations.
- Student Information System documentation.
- Records Retention Schedule.
- Document Control Procedures.
- Institutional Reports.
- Data Backup Records.
- Information Security Policy.

16.5 Required Evidence

The institution shall provide:

- Academic administration procedures.
- Student records policy.
- Sample academic transcript.
- Examination procedures.
- Document control policy.
- Information management policy.
- Records retention schedule.
- Institutional reports.
- Data security procedures.
- Evidence of system evaluation and improvement.

16.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution maintain effective academic administration systems?
2. Are student records complete, accurate, and secure?
3. Are transcripts and academic documents reliable and properly controlled?



4. Is the Student Information System effective and secure?
5. Are examination procedures fair and consistently implemented?
6. Does the institution protect confidential information?
7. Are institutional reports accurate and used for planning?
8. Is document control effectively managed?
9. Does the institution regularly review data quality?
10. Are information management systems continuously improved?

16.7 Rating Rubric

Rating	Description
5 – Exemplary	Academic administration and information management demonstrate outstanding accuracy, security, efficiency, and continuous improvement.
4 – Fully Meets Standard	Systems effectively support academic operations and fully meet PATA requirements.
3 – Meets Standard	Essential administrative and record management systems are in place with only minor improvements needed.
2 – Partially Meets Standard	Systems require significant improvement in documentation, security, or effectiveness.
1 – Does Not Meet Standard	Academic administration or records management is inadequate or unsupported by evidence.

16.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Implement secure digital Student Information Systems.
- Periodically audit student records for accuracy.
- Strengthen document control and version management.
- Regularly review examination procedures.
- Improve data analytics to support institutional planning.
- Provide staff training in records management, data protection, and information security.

16.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that academic administration, student records, and information management systems are accurate, secure, reliable, and effectively support institutional operations, student services, and academic integrity. Evidence shall show that institutional information is managed responsibly and used to enhance decision-making and continuous improvement.



PART III

ACCREDITATION STANDARDS

STANDARD 17

INSTITUTIONAL EFFECTIVENESS, INTERNAL QUALITY ASSURANCE, AND QUALITY CULTURE

17.1 Purpose

The purpose of this standard is to ensure that the institution establishes a comprehensive Internal Quality Assurance System (IQAS) that promotes institutional effectiveness, evidence-based decision-making, accountability, and continuous quality improvement.

Quality assurance shall be an ongoing institutional responsibility rather than an activity undertaken only during accreditation. The institution shall demonstrate a culture of quality in which planning, implementation, assessment, evaluation, and improvement are integrated into every aspect of institutional life.

17.2 Standard

The institution shall establish and maintain an effective Internal Quality Assurance System that systematically monitors institutional performance, evaluates educational effectiveness, measures student learning, and promotes continuous improvement in support of the institution's mission.

Quality assurance shall involve all major institutional functions and shall be supported by appropriate governance, policies, leadership, and resources.

17.3 Criteria

Criterion 17.3.1 Internal Quality Assurance System (IQAS)

The institution shall establish a formally constituted Internal Quality Assurance System (IQAS) or equivalent quality assurance committee.

The IQAS shall:

- Coordinate institutional quality assurance activities.
- Promote a culture of continuous improvement.
- Monitor compliance with institutional policies and accreditation standards.



- Prepare quality assurance reports.
- Advise institutional leadership on quality improvement initiatives.

The roles, responsibilities, and reporting relationships of the IQAS shall be clearly documented.

Criterion 17.3.2 Quality Assurance Policy

The institution shall maintain a written Quality Assurance Policy approved by the Governing Board.

The policy shall address:

- Quality assurance principles.
- Institutional effectiveness.
- Programme review.
- Assessment of student learning.
- Performance monitoring.
- Continuous improvement.
- Roles and responsibilities.

The policy shall be reviewed periodically.

Criterion 17.3.3 Institutional Effectiveness Framework

The institution shall implement an Institutional Effectiveness Framework that evaluates achievement of the mission and strategic goals.

The framework shall include assessment of:

- Governance.
- Academic programmes.
- Student learning.
- Faculty performance.
- Student services.
- Spiritual formation.
- Ministry formation.
- Research and scholarship.
- Financial sustainability.
- Community engagement.

Assessment results shall be documented and used to improve institutional performance.



Criterion 17.3.4 Key Performance Indicators (KPIs)

The institution shall establish measurable Key Performance Indicators aligned with its mission and strategic plan.

KPIs may include:

- Student enrolment.
- Student retention.
- Graduation rates.
- Graduate ministry or employment outcomes.
- Faculty qualifications.
- Student satisfaction.
- Research output.
- Financial performance.
- Community engagement.
- Accreditation progress.

Performance against KPIs shall be monitored and reviewed regularly.

Criterion 17.3.5 Assessment of Student Learning

The institution shall regularly assess the achievement of Programme Learning Outcomes and Course Learning Outcomes.

Assessment findings shall be:

- Analysed.
- Documented.
- Shared with relevant academic leaders.
- Used to improve curriculum, teaching, and student support.

Assessment shall demonstrate evidence of student learning and educational effectiveness.

Criterion 17.3.6 Programme Review

The institution shall conduct systematic reviews of all academic programmes.

Programme reviews shall evaluate:

- Curriculum relevance.
- Learning outcomes.
- Student achievement.
- Faculty feedback.
- Graduate outcomes.
- Employer and church feedback.



- Resource adequacy.
- Programme sustainability.

Comprehensive programme reviews should normally occur at least once every **five (5) years**, with interim reviews conducted annually.

Criterion 17.3.7 Stakeholder Feedback

The institution shall obtain feedback from key stakeholders, including:

- Students.
- Faculty.
- Staff.
- Alumni.
- Churches.
- Employers.
- Ministry partners.
- Governing Board members.

Feedback shall be analysed and used to strengthen institutional quality.

Criterion 17.3.8 Evidence-Based Decision-Making

Institutional decisions shall be informed by reliable evidence.

Evidence may include:

- Institutional statistics.
- Assessment reports.
- Surveys.
- Financial reports.
- Programme reviews.
- Benchmarking studies.
- Accreditation findings.

Evidence shall support planning, budgeting, policy development, and institutional improvement.

Criterion 17.3.9 Quality Improvement Plans

The institution shall develop documented Quality Improvement Plans based on assessment findings.

Improvement plans shall:

- Identify areas requiring enhancement.
- Specify improvement actions.



- Assign responsibilities.
- Establish timelines.
- Monitor implementation.
- Evaluate outcomes.

Evidence shall demonstrate that improvements have been implemented.

Criterion 17.3.10 Benchmarking and External Review

The institution is encouraged to compare its performance with appropriate theological institutions or recognized quality assurance frameworks.

Benchmarking may include:

- Academic standards.
- Student outcomes.
- Faculty development.
- Institutional effectiveness.
- Best practices.

External reviews and accreditation findings shall be used to strengthen institutional quality.

17.4 Indicators

Evidence of compliance may include:

- Quality Assurance Policy.
- IQAS Terms of Reference.
- IQAS Committee Minutes.
- Institutional Effectiveness Reports.
- KPI Dashboard.
- Programme Review Reports.
- Student Learning Assessment Reports.
- Stakeholder Survey Results.
- Quality Improvement Plans.
- Annual Institutional Reports.
- Benchmarking Reports.

17.5 Required Evidence

The institution shall provide:

- Quality Assurance Policy.
- Internal Quality Assurance Framework.
- IQAS Committee membership and minutes.



- Institutional Effectiveness reports.
- KPI reports.
- Programme review documentation.
- Student learning assessment reports.
- Stakeholder feedback summaries.
- Quality Improvement Plans.
- Evidence demonstrating implementation of improvements.

17.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have a functioning Internal Quality Assurance System?
2. Is there a written Quality Assurance Policy approved by the Governing Board?
3. Does the institution regularly assess its effectiveness?
4. Are Key Performance Indicators monitored and used?
5. Are student learning outcomes systematically assessed?
6. Are academic programmes reviewed regularly?
7. Is stakeholder feedback collected and acted upon?
8. Are institutional decisions based on reliable evidence?
9. Are quality improvement plans implemented and monitored?
10. Does the institution demonstrate a genuine culture of continuous quality improvement?

17.7 Rating Rubric

Rating	Description
5 – Exemplary	The institution demonstrates an outstanding quality culture with a mature Internal Quality Assurance System, evidence-based decision-making, and continuous improvement embedded throughout institutional life.
4 – Fully Meets Standard	Quality assurance systems are comprehensive, effective, and fully support institutional effectiveness and continuous improvement.
3 – Meets Standard	Essential quality assurance systems are in place with only minor enhancements needed.
2 – Partially Meets Standard	Quality assurance processes exist but require significant strengthening in implementation or evidence.
1 – Does Not Meet Standard	The institution lacks an effective Internal Quality Assurance System or provides insufficient evidence of institutional effectiveness.



17.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Strengthen the authority and capacity of the Internal Quality Assurance System.
- Develop institutional dashboards for monitoring Key Performance Indicators.
- Expand benchmarking with national and international theological institutions.
- Increase stakeholder participation in quality assurance activities.
- Integrate quality improvement planning into the annual budgeting process.
- Publish an annual Institutional Effectiveness Report summarizing progress and improvement initiatives.

17.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that it maintains a comprehensive Internal Quality Assurance System that promotes institutional effectiveness, evidence-based decision-making, and continuous quality improvement. Evidence shall show that assessment findings lead to measurable improvements in governance, academic quality, student learning, ministry preparation, and institutional performance.

PART III

ACCREDITATION STANDARDS

STANDARD 18

ETHICS, LEGAL COMPLIANCE, GOVERNANCE INTEGRITY, AND PUBLIC ACCOUNTABILITY

18.1 Purpose

The purpose of this standard is to ensure that the institution conducts all academic, administrative, financial, ministerial, and public activities with integrity, transparency, accountability, and compliance with applicable laws and ethical principles.



The institution shall demonstrate Christian values through honest leadership, responsible stewardship, fair treatment of stakeholders, protection of confidential information, and faithful representation of its mission, programmes, and accreditation status.

18.2 Standard

The institution shall maintain effective systems that promote ethical leadership, legal compliance, institutional integrity, transparency, accountability, and public trust.

Institutional policies and practices shall be consistent with biblical principles, applicable legal requirements, and recognized standards of good governance.

18.3 Criteria

Criterion 18.3.1 Institutional Ethics Policy

The institution shall maintain a written Code of Ethics approved by the Governing Board.

The Code of Ethics shall apply to:

- Governing Board members.
- Institutional leaders.
- Faculty.
- Administrative staff.
- Students.
- Volunteers.
- Ministry supervisors, where applicable.

The Code shall address honesty, integrity, confidentiality, professional conduct, responsible stewardship, and Christian witness.

Criterion 18.3.2 Legal Compliance

The institution shall comply with all applicable laws and regulations governing its operation.

Where applicable, compliance may include:

- Institutional registration.
- Trust, society, or company regulations.
- Tax obligations.
- Labour and employment laws.
- Financial reporting.
- Health and safety requirements.



- Copyright and intellectual property.
- Data protection and privacy.

The institution shall maintain documentation demonstrating legal compliance.

Criterion 18.3.3 Conflict of Interest

The institution shall maintain a written Conflict of Interest Policy.

Board members, administrators, faculty, staff, and committee members shall disclose actual, potential, or perceived conflicts of interest.

Appropriate procedures shall be established for:

- Disclosure.
- Documentation.
- Recusal from decision-making.
- Periodic review.

Criterion 18.3.4 Institutional Transparency

The institution shall communicate accurate and truthful information to students, churches, donors, government authorities, accrediting agencies, and the public.

Institutional publications shall accurately describe:

- Mission and vision.
- Academic programmes.
- Admission requirements.
- Tuition and fees.
- Graduation requirements.
- Faculty qualifications.
- Accreditation status.
- Contact information.

Misleading or deceptive statements shall not be permitted.

Criterion 18.3.5 Academic Integrity

The institution shall promote integrity in all academic activities.

Policies shall address:

- Plagiarism.
- Cheating.
- Fabrication or falsification of academic work.
- Responsible use of artificial intelligence.



- Ethical research.
- Proper citation and referencing.

Violations shall be investigated fairly and addressed through established disciplinary procedures.

Criterion 18.3.6 Human Resource Ethics

The institution shall maintain fair and equitable employment practices.

Human resource policies shall address:

- Recruitment.
- Appointment.
- Performance evaluation.
- Professional development.
- Promotion.
- Grievance procedures.
- Equal opportunity.
- Respectful workplace conduct.

Employment decisions shall be based on merit, mission alignment, qualifications, and institutional needs.

Criterion 18.3.7 Complaints and Whistleblower Protection

The institution shall establish procedures for receiving and resolving complaints from students, employees, churches, ministry partners, and members of the public.

Where appropriate, the institution shall maintain a whistleblower policy that:

- Protects individuals acting in good faith.
- Provides confidential reporting mechanisms.
- Prohibits retaliation.
- Ensures impartial investigation.

Criterion 18.3.8 Public Accountability

The institution shall demonstrate accountability through regular reporting to appropriate stakeholders.

Public accountability may include:

- Annual reports.
- Financial summaries.
- Strategic updates.
- Institutional performance reports.



- Accreditation status.
- Public contact information.

Reports shall be accurate, timely, and approved through appropriate governance processes.

Criterion 18.3.9 Risk, Compliance, and Governance Review

The institution shall periodically review its governance, legal compliance, and ethical practices.

Reviews shall consider:

- Regulatory compliance.
- Policy effectiveness.
- Governance practices.
- Ethical issues.
- Institutional risks.
- Corrective actions.

Review findings shall be reported to the Governing Board.

Criterion 18.3.10 Continuous Improvement

The institution shall use audit findings, compliance reviews, complaints, stakeholder feedback, and governance evaluations to strengthen institutional integrity and ethical performance.

Evidence shall demonstrate that corrective actions are implemented and monitored.

18.4 Indicators

Evidence of compliance may include:

- Code of Ethics.
- Conflict of Interest Policy.
- Human Resource Policy.
- Legal registration documents.
- Governing Board minutes.
- Complaint procedures.
- Whistleblower Policy.
- Annual reports.
- Compliance review reports.
- Institutional publications.
- Website content.
- Governance review reports.



18.5 Required Evidence

The institution shall provide:

- Code of Ethics.
- Conflict of Interest Policy.
- Legal registration documents.
- Human Resource Manual.
- Complaint and grievance procedures.
- Whistleblower Policy (if applicable).
- Annual institutional reports.
- Governing Board meeting minutes.
- Evidence of compliance reviews.
- Documentation of corrective actions taken.

18.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution maintain and implement a Code of Ethics?
2. Is the institution operating in compliance with applicable legal requirements?
3. Are conflicts of interest appropriately managed?
4. Does the institution accurately represent its programmes and accreditation status?
5. Are academic integrity policies effectively implemented?
6. Are employment practices fair and transparent?
7. Are complaint and grievance procedures accessible and effective?
8. Does the institution demonstrate accountability to stakeholders?
9. Are governance and compliance regularly reviewed?
10. Is evidence of corrective action available following identified issues?

18.7 Rating Rubric

Rating	Description
5 - Exemplary	The institution demonstrates exceptional ethical leadership, legal compliance, governance integrity, and public accountability, supported by a mature culture of transparency and continuous improvement.
4 - Fully Meets Standard	Ethical practices and compliance systems effectively support the institution and fully meet PATA requirements.
3 - Meets Standard	Essential ethics and compliance systems are in place with only minor improvements needed.



Rating	Description
2 – Partially Meets Standard	Ethical or compliance systems exist but require significant strengthening or more consistent implementation.
1 – Does Not Meet Standard	The institution lacks effective ethics, compliance, or governance systems, or provides insufficient evidence of integrity and accountability.

18.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Review the Code of Ethics at least every three years.
- Provide regular ethics and compliance training for Board members, faculty, staff, and students.
- Strengthen internal reporting and complaint resolution mechanisms.
- Conduct periodic governance and legal compliance audits.
- Publish annual reports that demonstrate accountability and institutional performance.
- Foster an institutional culture where integrity, transparency, and responsible stewardship are consistently modelled.

18.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that it operates with integrity, complies with applicable legal requirements, maintains transparent governance, and is accountable to its stakeholders. Evidence shall show that ethical principles guide institutional decision-making and that governance systems protect the credibility, mission, and public trust of the institution.

PART III

ACCREDITATION STANDARDS

STANDARD 19



COMMUNITY ENGAGEMENT, MISSION, CHURCH PARTNERSHIPS, AND PUBLIC RESPONSIBILITY

19.1 Purpose

The purpose of this standard is to ensure that the institution actively engages with churches, Christian organizations, local communities, and society in ways that reflect its mission, biblical values, and Pentecostal identity.

The institution shall demonstrate its commitment to the Great Commission (Matthew 28:18–20), the Great Commandment (Matthew 22:37–40), and holistic Christian service by preparing students to proclaim the Gospel, disciple believers, promote justice and compassion, and contribute positively to society.

Community engagement shall strengthen theological education through meaningful partnerships, ministry opportunities, and public service.

19.2 Standard

The institution shall maintain effective relationships with churches, ministry organizations, community partners, and other stakeholders in order to advance Christian ministry, theological education, social responsibility, and public service.

Community engagement and mission activities shall be intentional, mission-driven, evaluated regularly, and integrated into institutional planning and student learning.

19.3 Criteria

Criterion 19.3.1 Mission and Community Engagement Strategy

The institution shall maintain a written strategy for mission and community engagement that aligns with its mission, vision, and strategic plan.

The strategy shall identify:

- Ministry priorities.
- Community partnerships.
- Church relationships.
- Mission initiatives.
- Service-learning opportunities.
- Expected outcomes.
- Methods for evaluation.



Criterion 19.3.2 Church Partnerships

The institution shall establish and maintain active partnerships with local churches and Christian ministries.

Partnerships may support:

- Student ministry placements.
- Internships.
- Chapel ministry.
- Evangelism.
- Leadership development.
- Faculty ministry.
- Continuing theological education.

Partnerships shall promote mutual benefit and shared commitment to Christian ministry.

Criterion 19.3.3 Community Service

The institution shall encourage students, faculty, and staff to participate in community service activities that demonstrate Christian compassion and responsible citizenship.

Community service may include:

- Educational programmes.
- Health awareness.
- Disaster relief.
- Poverty alleviation.
- Child and youth ministry.
- Family support.
- Care for vulnerable persons.
- Environmental stewardship.

Service activities shall reflect biblical values and respect the dignity of all people.

Criterion 19.3.4 Evangelism and Mission

Consistent with its theological convictions, the institution shall encourage participation in evangelism, missions, and church planting.

Mission activities may include:

- Local evangelism.
- Cross-cultural mission.
- Church planting initiatives.
- Community outreach.



- Short-term mission programmes.
- Digital evangelism.
- Leadership training.

Mission activities shall be conducted with integrity, cultural sensitivity, and respect for local communities.

Criterion 19.3.5 Public Responsibility

The institution shall demonstrate responsible engagement with society through ethical leadership, community service, and constructive public witness.

Where appropriate, the institution may contribute to:

- Public dialogue.
- Social development.
- Peacebuilding.
- Religious harmony.
- Human dignity.
- Community well-being.

Public engagement shall be consistent with biblical principles and the institution's mission.

Criterion 19.3.6 Stakeholder Engagement

The institution shall maintain effective communication with its stakeholders, including:

- Students.
- Alumni.
- Churches.
- Employers.
- Ministry organizations.
- Donors.
- Community leaders.
- Accrediting bodies.

Stakeholder feedback shall inform institutional planning and programme improvement.

Criterion 19.3.7 Continuing Education and Ministry Development

Where appropriate, the institution shall provide continuing education and ministry development opportunities for pastors, church leaders, alumni, and Christian workers.



Such initiatives may include:

- Short courses.
- Certificate programmes.
- Leadership seminars.
- Ministerial conferences.
- Online learning.
- Faculty lectures.

These activities should strengthen the ministry of the Church and support lifelong learning.

Criterion 19.3.8 Institutional Reputation and Public Communication

The institution shall maintain honest, accurate, and professional communication with the public.

Public communications shall:

- Reflect institutional values.
- Accurately represent programmes and accreditation status.
- Promote responsible stewardship.
- Build trust with stakeholders.

The institution shall respond appropriately to public enquiries and concerns.

Criterion 19.3.9 Evaluation of Community Impact

The institution shall periodically evaluate the effectiveness of its community engagement and mission activities.

Evaluation may consider:

- Student participation.
- Church partner feedback.
- Community feedback.
- Graduate ministry outcomes.
- Mission achievements.
- Institutional impact.

Evaluation findings shall guide future planning and improvement.

Criterion 19.3.10 Continuous Improvement

The institution shall use evaluation findings to strengthen mission programmes, community partnerships, and public engagement.



Improvement initiatives shall be documented, monitored, and aligned with institutional strategic priorities.

19.4 Indicators

Evidence of compliance may include:

- Community Engagement Policy.
- Mission Strategy.
- Church partnership agreements.
- Internship and ministry placement records.
- Community service reports.
- Evangelism and mission reports.
- Continuing education programme materials.
- Stakeholder survey results.
- Public communication materials.
- Annual institutional reports.

19.5 Required Evidence

The institution shall provide:

- Community engagement strategy.
- List of church and ministry partners.
- Community service documentation.
- Mission programme reports.
- Continuing education records.
- Stakeholder feedback summaries.
- Public communication samples.
- Annual reports.
- Evidence of programme evaluation.
- Documentation of improvements implemented.

19.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution have a clearly defined strategy for community engagement and mission?
2. Are partnerships with churches and ministry organizations active and effective?
3. Do students participate in meaningful community service and ministry?
4. Are evangelism and mission integrated into institutional life?
5. Does the institution demonstrate responsible public engagement?
6. Are continuing education opportunities available for ministry leaders?



7. Does the institution communicate honestly and professionally with stakeholders?
8. Is community impact evaluated regularly?
9. Is stakeholder feedback used to improve outreach and ministry programmes?
10. Does community engagement reflect the institution's mission and Pentecostal identity?

19.7 Rating Rubric

Rating	Description
5 – Exemplary	The institution demonstrates exceptional mission engagement, strong church partnerships, significant community impact, and outstanding public responsibility that clearly advances its mission.
4 – Fully Meets Standard	Community engagement and mission activities effectively support the institution's mission and fully meet PATA requirements.
3 – Meets Standard	Essential community engagement and partnership activities are in place with only minor improvements needed.
2 – Partially Meets Standard	Community engagement exists but requires significant strengthening in planning, implementation, evaluation, or partnerships.
1 – Does Not Meet Standard	The institution provides insufficient evidence of meaningful community engagement, mission, or public responsibility.

19.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Expand partnerships with churches, mission agencies, and Christian organizations throughout India and South Asia.
- Increase opportunities for student participation in evangelism, church ministry, and community service.
- Develop structured service-learning initiatives that integrate academic learning with community engagement.
- Strengthen continuing education programmes for pastors and church leaders.
- Regularly evaluate community impact using stakeholder feedback and measurable outcomes.
- Share examples of community engagement and ministry impact through annual reports and institutional publications.

19.9 Compliance Statement



To satisfy this standard, the institution shall demonstrate that community engagement, mission, church partnerships, and public responsibility are integral to its mission and educational programmes. Evidence shall show that the institution actively serves the Church and society through ministry, evangelism, compassionate service, ethical leadership, and meaningful collaboration with community partners.

PART III

ACCREDITATION STANDARDS

STANDARD 20

CONTINUOUS QUALITY IMPROVEMENT, ACCREDITATION COMPLIANCE, AND INSTITUTIONAL SUSTAINABILITY

20.1 Purpose

The purpose of this standard is to ensure that the institution demonstrates an enduring commitment to continuous quality improvement, ongoing compliance with PATA Accreditation Standards, institutional sustainability, and responsible stewardship of its educational mission.

Accreditation is not a one-time achievement but a continuing process of self-evaluation, improvement, accountability, and service to the Church and society. Institutions shall demonstrate that quality assurance is embedded in institutional culture and that improvements are sustained over time.

20.2 Standard

The institution shall maintain effective systems for continuous quality improvement, accreditation compliance, institutional sustainability, and strategic renewal. Institutional leadership shall demonstrate that assessment findings, accreditation recommendations, stakeholder feedback, and strategic priorities are systematically used to strengthen institutional effectiveness and educational quality.

20.3 Criteria

Criterion 20.3.1 Continuous Quality Improvement (CQI)



The institution shall maintain a documented Continuous Quality Improvement (CQI) process.

The CQI process shall include:

- Planning.
- Implementation.
- Assessment.
- Evaluation.
- Improvement.
- Monitoring.
- Reassessment.

Quality improvement shall involve all institutional units and academic programmes.

Criterion 20.3.2 Accreditation Compliance

The institution shall continuously monitor compliance with all applicable PATA Accreditation Standards and institutional policies.

The institution shall:

- Maintain evidence of compliance.
- Address recommendations from accreditation reviews.
- Submit required reports to PATA.
- Notify PATA of significant institutional changes in accordance with accreditation policies.
- Cooperate fully with accreditation activities.

Criterion 20.3.3 Institutional Sustainability

The institution shall demonstrate its capacity to sustain its mission over the long term.

Institutional sustainability shall consider:

- Leadership succession.
- Financial stability.
- Faculty development.
- Student enrolment.
- Academic quality.
- Infrastructure.
- Ministry relevance.
- Risk management.

Strategic decisions shall support the institution's long-term effectiveness.



Criterion 20.3.4 Monitoring Institutional Performance

The institution shall regularly monitor institutional performance using measurable indicators.

Performance monitoring may include:

- Student success.
- Graduate outcomes.
- Faculty performance.
- Financial performance.
- Ministry impact.
- Research productivity.
- Community engagement.
- Strategic goal achievement.

Results shall be reviewed by institutional leadership and the Governing Board.

Criterion 20.3.5 Follow-up on Accreditation Recommendations

The institution shall establish procedures for responding to recommendations arising from:

- Accreditation reviews.
- Internal audits.
- Programme reviews.
- Governing Board reviews.
- External evaluations.

Corrective actions shall be documented, implemented, monitored, and evaluated for effectiveness.

Criterion 20.3.6 Institutional Learning

The institution shall promote organizational learning by encouraging reflection, innovation, and the sharing of good practices.

Institutional learning may include:

- Faculty and staff development.
- Benchmarking.
- Communities of practice.
- Knowledge sharing.
- Strategic reflection.
- Lessons learned from evaluations.



Criterion 20.3.7 Documentation and Evidence

The institution shall maintain organized documentation demonstrating compliance with accreditation standards.

Documentation shall be:

- Accurate.
- Current.
- Secure.
- Accessible for authorized review.
- Retained according to institutional policy.

Evidence shall support all claims made during accreditation and reaffirmation.

Criterion 20.3.8 Reaffirmation of Accreditation

The institution shall prepare for reaffirmation of accreditation through regular self-study and institutional review.

Preparation shall include:

- Review of compliance with standards.
- Institutional self-evaluation.
- Collection of supporting evidence.
- Implementation of improvement plans.
- Governing Board oversight.

The institution shall regard reaffirmation as an opportunity for renewal and growth rather than merely a compliance exercise.

Criterion 20.3.9 Innovation and Future Readiness

The institution shall anticipate emerging developments in theological education and ministry.

Institutional planning should consider:

- Educational innovation.
- Digital transformation.
- Emerging ministry contexts.
- Leadership succession.
- Changing student needs.
- Regional and global trends.
- Responsible use of new technologies.



Innovation shall remain consistent with the institution's mission and Statement of Faith.

Criterion 20.3.10 Commitment to Excellence

Institutional leadership, faculty, staff, students, and the Governing Board shall demonstrate a shared commitment to excellence in:

- Biblical faithfulness.
- Pentecostal identity.
- Academic quality.
- Spiritual formation.
- Ministry preparation.
- Ethical leadership.
- Responsible stewardship.
- Service to the Church and society.

Continuous improvement shall be understood as a permanent institutional responsibility.

20.4 Indicators

Evidence of compliance may include:

- Continuous Quality Improvement Policy.
- Institutional Improvement Plans.
- Accreditation Action Plans.
- Annual Institutional Effectiveness Reports.
- Strategic Plan Progress Reports.
- Governing Board Minutes.
- KPI Dashboards.
- Accreditation correspondence.
- Benchmarking reports.
- Risk management reports.
- Self-study reports.

20.5 Required Evidence

The institution shall provide:

- Continuous Quality Improvement Policy.
- Institutional Improvement Plan.
- Accreditation compliance records.
- Evidence addressing previous accreditation recommendations.
- Annual institutional reports.
- Strategic planning updates.



- Performance monitoring reports.
- Self-study documentation.
- Governing Board reports.
- Evidence of implemented improvements.

20.6 Evaluation Questions

Peer reviewers shall consider the following:

1. Does the institution maintain a documented Continuous Quality Improvement process?
2. Is ongoing compliance with PATA standards systematically monitored?
3. Does the institution demonstrate long-term sustainability?
4. Are institutional performance indicators regularly reviewed?
5. Are accreditation recommendations implemented effectively?
6. Does the institution promote organizational learning and innovation?
7. Is accreditation evidence organized, current, and readily available?
8. Is the institution adequately prepared for reaffirmation of accreditation?
9. Does institutional planning address future opportunities and challenges?
10. Is there clear evidence that continuous improvement is embedded throughout institutional culture?

20.7 Rating Rubric

Rating	Description
5 – Exemplary	Continuous quality improvement is fully embedded in institutional culture, with outstanding evidence of accreditation compliance, sustainability, innovation, and long-term effectiveness.
4 – Fully Meets Standard	The institution effectively maintains continuous improvement systems and fully complies with PATA accreditation expectations.
3 – Meets Standard	Essential systems for quality improvement and accreditation compliance are in place with only minor enhancements needed.
2 – Partially Meets Standard	Continuous improvement and compliance processes exist but require significant strengthening or more consistent implementation.
1 – Does Not Meet Standard	The institution lacks effective systems for continuous improvement, accreditation compliance, or long-term sustainability.



20.8 Recommendations for Continuous Improvement

Institutions are encouraged to:

- Integrate quality improvement objectives into annual planning and budgeting.
- Maintain an electronic evidence repository for accreditation documentation.
- Conduct annual institutional self-assessments against the PATA Accreditation Standards.
- Strengthen succession planning for institutional leadership.
- Increase benchmarking with reputable theological institutions and quality assurance agencies.
- Celebrate and communicate institutional achievements while identifying areas for further improvement.
- Foster a culture in which every member of the institution contributes to quality and excellence.

20.9 Compliance Statement

To satisfy this standard, the institution shall demonstrate that continuous quality improvement, accreditation compliance, institutional sustainability, and strategic renewal are embedded throughout its governance, academic programmes, ministry formation, and administrative operations. Evidence shall show that the institution is committed to ongoing excellence, responsible stewardship, and faithful service to the Church and society.

PART IV

ACCREDITATION POLICIES AND PROCEDURES

Chapter 21

THE ACCREDITATION PROCESS

21.1 Purpose

The purpose of the PATA accreditation process is to evaluate and recognize Pentecostal theological institutions that demonstrate compliance with the PATA Accreditation Standards and a commitment to continuous institutional improvement.

Accreditation is a voluntary process of peer review designed to:



- Strengthen institutional quality.
- Encourage continuous improvement.
- Promote accountability.
- Enhance institutional credibility.
- Foster excellence in theological education.
- Support the mission of the Church.

Accreditation is both evaluative and developmental. It recognizes institutional achievement while providing recommendations for future growth and improvement.

21.2 Guiding Principles

The PATA accreditation process is founded upon the following principles:

Christ-Centred

All accreditation activities shall honor Jesus Christ and support the mission of His Church.

Biblical Integrity

Accreditation shall uphold biblical truth and Pentecostal doctrine.

Peer Review

Institutions shall be evaluated by qualified peer reviewers with experience in theological education and ministry.

Evidence-Based Evaluation

Accreditation decisions shall be based on documented evidence rather than opinion or assumption.

Fairness and Consistency

All institutions shall be evaluated according to the same published standards, policies, and procedures.

Confidentiality

Information obtained during accreditation shall be treated confidentially and used only for accreditation purposes.

Continuous Improvement



Accreditation shall encourage ongoing institutional development rather than merely confirming compliance.

21.3 Eligibility Requirements

An institution seeking PATA accreditation shall normally demonstrate that it:

- Shares the mission and values of PATA.
- Affirms a Statement of Faith consistent with Pentecostal theology.
- Operates as a legally recognized educational institution or ministry in its jurisdiction.
- Has clearly defined governance and administrative structures.
- Has operated educational programmes for a sufficient period to permit evaluation (normally at least **two years** before initial accreditation, unless otherwise approved by PATA).
- Maintains published academic programmes and institutional policies.
- Demonstrates financial and operational stability.
- Agrees to comply with the PATA Accreditation Standards, policies, and reporting requirements.

Meeting the eligibility requirements does not guarantee accreditation.

21.4 Stages of Accreditation

The accreditation process normally includes the following stages:

Stage 1 – Initial Inquiry

The institution contacts PATA to express interest in accreditation and receives information regarding standards, policies, procedures, timelines, and fees.

Stage 2 – Application for Accreditation

The institution submits:

- Official application form.
- Required supporting documents.
- Applicable fees.
- Institutional profile.

PATA reviews the application to determine eligibility.

Stage 3 – Institutional Self-Study

The institution conducts a comprehensive self-evaluation using the PATA Accreditation Standards.



The Self-Study shall include:

- Institutional narrative.
- Analysis of each accreditation standard.
- Strengths.
- Areas requiring improvement.
- Supporting evidence.
- Institutional improvement plan.

The Governing Board shall approve the completed Self-Study before submission.

Stage 4 – Document Review

PATA reviews the submitted Self-Study and supporting documentation to determine readiness for a peer review visit.

Additional information may be requested where necessary.

Stage 5 – Peer Review Visit

PATA appoints a Peer Review Team to conduct an on-site or approved virtual evaluation.

The review team will normally:

- Meet institutional leadership.
- Interview faculty, students, alumni, and Governing Board members.
- Review facilities.
- Examine academic and administrative records.
- Observe institutional activities.
- Verify evidence presented in the Self-Study.

Stage 6 – Peer Review Report

The Peer Review Team prepares a written report including:

- Commendations.
- Findings.
- Recommendations.
- Compliance with each accreditation standard.
- Overall evaluation.

The report is submitted to the PATA Accreditation Commission.

Stage 7 – Accreditation Decision



After reviewing all evidence, the Accreditation Commission determines the accreditation outcome.

Possible decisions include:

- Grant Accreditation.
- Grant Accreditation with Conditions.
- Defer Accreditation Pending Further Action.
- Deny Accreditation.

The institution shall receive written notification of the decision.

Stage 8 – Follow-Up and Continuous Improvement

Accredited institutions shall:

- Submit periodic reports as required.
- Address recommendations.
- Report significant institutional changes.
- Participate in reaffirmation reviews.
- Maintain compliance with PATA standards.

Accreditation is an ongoing commitment to quality improvement.

21.5 Institutional Responsibilities

Institutions seeking accreditation shall:

- Cooperate fully with the accreditation process.
- Provide complete and accurate information.
- Grant access to requested documents and facilities.
- Notify PATA of significant institutional changes.
- Maintain compliance throughout the accreditation period.

21.6 Responsibilities of PATA

PATA shall:

- Conduct accreditation fairly and impartially.
- Maintain published standards and procedures.
- Appoint qualified peer reviewers.
- Protect confidential institutional information.
- Communicate accreditation decisions promptly.
- Support institutions through guidance and professional development.

21.7 Accreditation Outcomes



Accreditation decisions shall be based on the institution's demonstrated compliance with the PATA Accreditation Standards and its overall institutional effectiveness.

PATA may grant accreditation for a defined period in accordance with its accreditation policies, after which reaffirmation is required.

21.8 Continuous Improvement

Accredited institutions are expected to regard accreditation as a continuous process of institutional learning, assessment, and improvement rather than a one-time evaluation.

PART IV

ACCREDITATION POLICIES AND PROCEDURES

Chapter 22

CATEGORIES AND TYPES OF ACCREDITATIONS

22.1 Purpose

The purpose of this chapter is to define the categories and types of accreditations offered by the Pentecostal Association for Theological Accreditation (PATA).

These categories provide a developmental pathway for theological institutions, recognizing that institutions vary in age, size, maturity, governance, academic capacity, and institutional effectiveness. PATA encourages continuous institutional improvement by providing progressive levels of recognition.

22.2 Principles

PATA accreditation is based upon the following principles:

- Accreditation is voluntary.
- Accreditation is evidence-based.
- Accreditation recognizes institutional quality rather than institutional size.
- Accreditation encourages continuous improvement.
- Accreditation does not replace governmental recognition where such recognition is required by law.
- Institutions are expected to maintain compliance throughout the accreditation period.



22.3 Categories of Accreditation

PATA offers the following categories of institutional recognition.

A. Applicant Institution

An Applicant Institution has formally applied for accreditation and has been determined by PATA to meet the initial eligibility requirements.

Applicant status indicates only that the institution has entered the accreditation process.

Applicant Status:

- Does **not** indicate accreditation.
- Shall not be represented as accredited.
- Is normally valid until completion of the initial accreditation review or withdrawal of the application.

Typical requirements include:

- Completed application.
- Eligibility review.
- Payment of applicable fees.
- Institutional profile.
- Agreement to comply with PATA policies.

B. Candidate for Accreditation

Candidate Status is granted to an institution that has demonstrated substantial progress toward meeting the PATA Accreditation Standards but has not yet completed the full accreditation process.

Candidate institutions are actively preparing for initial accreditation.

Characteristics of Candidate Status include:

- Institutional eligibility has been confirmed.
- Self-study is in progress or substantially completed.
- Institutional quality systems are developing.
- Peer review is anticipated.

Candidate Status:

- Is **not** accreditation.
- Shall not be described as accredited.



- Shall be publicly represented only as **"Candidate for Accreditation with PATA."**

Candidate status is normally granted for a specified period and is subject to review.

C. Accredited Institution

Accredited Status is granted to institutions that demonstrate substantial compliance with all applicable PATA Accreditation Standards.

Accredited institutions have successfully completed:

- Eligibility review.
- Institutional self-study.
- Peer review.
- Accreditation Commission evaluation.

Accredited institutions are authorized to state:

"Accredited by the Pentecostal Association for Theological Accreditation (PATA)."

Accreditation is granted for a specified period, subject to ongoing monitoring and periodic reaffirmation.

D. Accredited with Conditions

An institution may be granted accreditation with specified conditions when it substantially complies with the standards but must address identified deficiencies within a prescribed timeframe.

Conditions may include improvements related to:

- Governance.
- Faculty.
- Curriculum.
- Financial management.
- Library resources.
- Student services.
- Quality assurance.
- Facilities.

Failure to satisfy the conditions within the specified period may result in further review or a change in accreditation status.

E. Accreditation Deferred



An accreditation decision may be deferred when additional evidence or institutional improvements are required before a final decision can be made.

The Accreditation Commission shall specify:

- Areas requiring further attention.
- Evidence required.
- Timeline for resubmission or follow-up.

A deferred decision is neither approval nor denial of accreditation.

F. Accreditation Denied

Accreditation may be denied when the institution does not demonstrate sufficient compliance with the PATA Accreditation Standards or fails to provide adequate evidence.

An institution whose application is denied:

- Shall receive written reasons for the decision.
- May submit a new application after addressing identified deficiencies.
- May appeal the decision in accordance with PATA policies.

G. Accreditation Withdrawn or Revoked

PATA may withdraw or revoke accreditation when an institution:

- No longer complies with accreditation standards.
- Fails to submit required reports.
- Provides false or misleading information.
- Engages in serious ethical misconduct.
- Loses legal authority to operate.
- Refuses to cooperate with accreditation requirements.

The institution shall receive written notification and an opportunity to respond in accordance with established due process procedures.

22.4 Scope of Accreditation

PATA institutional accreditation evaluates the institution as a whole rather than approving individual courses.

Institutional accreditation includes evaluation of:

- Governance.
- Academic programmes.



- Faculty.
- Students.
- Curriculum.
- Ministry formation.
- Spiritual formation.
- Learning resources.
- Financial sustainability.
- Quality assurance.
- Institutional effectiveness.

Where appropriate, PATA may also recognize programme-specific reviews or endorsements in accordance with separate policies.

22.5 Accreditation Period

Unless otherwise determined by the Accreditation Commission:

- Initial Accreditation is normally granted for **five (5) years**.
- Reaffirmation is subject to successful review before the expiration of the accreditation period.
- Accredited institutions shall comply with annual reporting and monitoring requirements throughout the accreditation cycle.

22.6 Public Representation of Accreditation

Institutions shall accurately represent their accreditation status in all publications, websites, promotional materials, and public communications.

Institutions shall not:

- Misrepresent Applicant or Candidate status as accreditation.
- Use the PATA logo without authorization.
- Make misleading claims regarding accreditation.

PATA reserves the right to require correction of inaccurate or misleading public statements.

22.7 Change of Accreditation Status

The Accreditation Commission may modify an institution's accreditation status based upon:

- Periodic reviews.
- Monitoring reports.
- Substantive institutional changes.
- Special investigations.



- Failure to maintain compliance.
- Institutional request.

Changes in accreditation status shall be communicated in writing with supporting reasons.

22.8 Institutional Responsibilities

Institutions holding any form of PATA recognition shall:

- Maintain institutional integrity.
- Cooperate with accreditation activities.
- Submit required reports.
- Notify PATA of significant institutional changes.
- Continue pursuing institutional improvement.
- Comply with all published PATA policies.

22.9 Summary

PATA accreditation recognizes institutions that demonstrate commitment to biblical faithfulness, Pentecostal identity, academic excellence, spiritual formation, effective ministry preparation, responsible governance, and continuous quality improvement.

The categories described in this chapter provide a developmental pathway through which institutions may progress toward full accreditation while maintaining accountability and transparency.

PART IV

ACCREDITATION POLICIES AND PROCEDURES

Chapter 23

INSTITUTIONAL SELF-STUDY AND DOCUMENTATION REQUIREMENTS

23.1 Purpose



The Institutional Self-Study is the foundation of the PATA accreditation process. It enables an institution to evaluate its mission, governance, academic programmes, resources, ministry effectiveness, and institutional performance in light of the PATA Accreditation Standards.

The Self-Study is intended to be a process of honest institutional reflection rather than merely the preparation of a report. Through systematic self-evaluation, institutions identify strengths, recognize areas requiring improvement, and develop plans for continuous quality enhancement.

23.2 Objectives of the Self-Study

The Self-Study shall enable the institution to:

- Evaluate compliance with the PATA Accreditation Standards.
- Assess institutional effectiveness.
- Measure achievement of its mission and strategic goals.
- Identify strengths and best practices.
- Recognize deficiencies and opportunities for improvement.
- Develop evidence-based improvement plans.
- Prepare for the Peer Review Visit.

23.3 Institutional Responsibility

The Governing Board and Chief Executive Officer (President/Principal/Director) are responsible for ensuring that the Self-Study is comprehensive, accurate, evidence-based, and approved before submission to PATA.

The Self-Study should involve broad participation from:

- Governing Board.
- Institutional leadership.
- Faculty.
- Administrative staff.
- Students.
- Alumni.
- Church partners.
- Other relevant stakeholders.

23.4 Self-Study Steering Committee

The institution shall establish a Self-Study Steering Committee to coordinate the process.

The committee should normally include representatives from:



- Institutional leadership.
- Academic administration.
- Faculty.
- Student services.
- Library.
- Finance.
- Quality assurance.
- Information technology.
- Ministry formation.

The committee shall:

- Coordinate preparation of the report.
- Collect evidence.
- Monitor progress.
- Review drafts.
- Ensure consistency.
- Submit the final report for approval.

23.5 Structure of the Self-Study Report

The Self-Study Report shall normally include the following sections:

Section A – Institutional Profile

- History of the institution.
- Mission, vision, and values.
- Legal status.
- Governance structure.
- Organizational chart.
- Academic programmes.
- Student enrolment.
- Faculty profile.
- Campus information.

Section B – Response to Accreditation Standards

For each PATA Accreditation Standard, the institution shall provide:

- Narrative description.
- Analysis of compliance.
- Supporting evidence.
- Strengths.
- Areas for improvement.
- Planned actions.

Each response should clearly reference the supporting evidence provided.



Section C – Institutional Effectiveness

The institution shall summarize:

- Strategic planning.
- Key Performance Indicators.
- Student learning outcomes.
- Programme reviews.
- Financial sustainability.
- Institutional improvements.
- Future priorities.

Section D – Continuous Improvement Plan

The institution shall identify:

- Improvement priorities.
- Action steps.
- Responsible persons.
- Timelines.
- Resources required.
- Methods of evaluation.

23.6 Evidence Requirements

The Self-Study shall be supported by verifiable evidence.

Evidence may include:

- Governing documents.
- Strategic Plan.
- Academic Catalogue.
- Faculty Handbook.
- Student Handbook.
- Policies and procedures.
- Committee minutes.
- Financial statements.
- Audit reports.
- Curriculum documents.
- Course syllabi.
- Programme reviews.
- Student surveys.
- Alumni surveys.
- Faculty evaluations.
- Institutional reports.
- Library statistics.
- Accreditation reports.



- Photographs of facilities (where appropriate).

23.7 Evidence Repository

The institution shall maintain an organized Evidence Repository.

Evidence may be maintained in:

- Electronic format.
- Printed format.
- Secure cloud storage.
- Institutional document management systems.

Each document shall be clearly labeled and referenced in the Self-Study.

23.8 Writing the Self-Study

The Self-Study should:

- Be evidence-based.
- Be honest and objective.
- Clearly distinguish strengths and weaknesses.
- Demonstrate institutional reflection.
- Avoid unsupported claims.
- Use concise and professional language.
- Include data wherever appropriate.

Narrative responses should explain **how** and **why** the institution meets each accreditation standard, rather than merely restating institutional policies.

23.9 Self-Assessment Ratings

Institutions are encouraged to conduct an internal assessment for each accreditation standard using the following scale:

Rating	Description
5	Exemplary
4	Fully Meets Standard
3	Meets Standard
2	Partially Meets Standard
1	Does Not Meet Standard

For each rating below **4**, the institution should identify:



- The reasons for the rating.
- Planned improvement actions.
- Target completion dates.

23.10 Approval of the Self-Study

Before submission to PATA, the Self-Study shall be:

- Reviewed by the Self-Study Steering Committee.
- Verified for accuracy.
- Approved by the Chief Executive Officer.
- Endorsed by the Governing Board.

The institution shall certify that the information submitted is true, complete, and accurate to the best of its knowledge.

23.11 Submission Requirements

Unless otherwise instructed by PATA, institutions shall submit:

- Completed Self-Study Report.
- Supporting evidence.
- Required application forms.
- Institutional profile.
- Applicable fees.
- Any additional documents requested by PATA.

Submission deadlines shall be communicated by the PATA Accreditation Office.

23.12 Confidentiality

Information contained in the Self-Study shall be used solely for accreditation purposes.

PATA shall maintain the confidentiality of institutional documents, except where disclosure is required by law or authorized by the institution.

23.13 Continuous Improvement

The Self-Study should not be regarded as a one-time exercise. Institutions are encouraged to:

- Review the Self-Study annually.
- Update evidence regularly.
- Monitor improvement plans.
- Maintain readiness for accreditation monitoring and reaffirmation.



An effective Self-Study becomes a living document that supports ongoing institutional planning and quality enhancement.

23.14 Summary

The Institutional Self-Study is the institution's opportunity to demonstrate its commitment to excellence, integrity, and continuous improvement.

A well-prepared Self-Study provides the foundation for an effective peer review and contributes significantly to institutional learning and long-term development.

PART IV

ACCREDITATION POLICIES AND PROCEDURES

Chapter 24

PEER REVIEW TEAM: APPOINTMENT, RESPONSIBILITIES, SITE VISIT, AND EVALUATION PROCEDURES

24.1 Purpose

The purpose of the Peer Review Team is to conduct an independent, professional, evidence-based evaluation of an institution seeking accreditation or reaffirmation by PATA.

The Peer Review Team verifies the institution's Self-Study, evaluates compliance with the PATA Accreditation Standards, identifies strengths and opportunities for improvement, and submits recommendations to the PATA Accreditation Commission.

The Peer Review Team serves as a body of professional peers and advisors. Its role is evaluative and developmental, not supervisory or administrative.

24.2 Principles of Peer Review

All peer reviews shall be conducted according to the following principles:



- Christ-centred service.
- Biblical integrity.
- Professional competence.
- Fairness and impartiality.
- Evidence-based evaluation.
- Confidentiality.
- Respect for institutional diversity.
- Continuous quality improvement.

24.3 Appointment of the Peer Review Team

The PATA Accreditation Commission shall appoint the Peer Review Team.

The team should normally consist of **three (3) to seven (7)** members, depending on:

- Institutional size.
- Number of academic programmes.
- Complexity of operations.
- Location.
- Type of accreditation review.

A Peer Review Team will normally include:

- Team Chair.
- Academic Reviewer(s).
- Quality Assurance Reviewer.
- Finance and Governance Reviewer (where appropriate).
- Library or Learning Resources Reviewer (where appropriate).
- Additional specialists, if required.

24.4 Qualifications of Peer Reviewers

Peer reviewers should demonstrate:

- Commitment to the PATA Statement of Faith.
- Personal integrity and Christian character.
- Experience in theological education or academic administration.
- Knowledge of quality assurance and accreditation.
- Ability to evaluate evidence objectively.
- Good communication and report-writing skills.
- Freedom from conflicts of interest.

Where possible, reviewers should possess qualifications comparable to or higher than those expected within the institution being evaluated.

24.5 Conflict of Interest



A person shall not serve on a Peer Review Team if a real or perceived conflict of interest exists.

Examples include:

- Current or recent employment by the institution.
- Membership on the institution's Governing Board.
- Immediate family relationships with institutional leaders.
- Significant financial interest.
- Circumstances that may compromise impartiality.

Potential conflicts shall be disclosed promptly to the PATA Accreditation Commission, which shall determine whether the reviewer may continue to serve.

24.6 Responsibilities of the Peer Review Team

The Peer Review Team shall:

- Review the Self-Study Report and supporting evidence before the visit.
- Identify preliminary questions for clarification.
- Conduct interviews with institutional stakeholders.
- Verify evidence through observation and documentation.
- Evaluate compliance with each accreditation standard.
- Prepare an objective and evidence-based report.
- Submit recommendations to the Accreditation Commission.

The team shall not make the final accreditation decision.

24.7 Responsibilities of the Team Chair

The Team Chair shall:

- Coordinate the work of the review team.
- Communicate with the institution before the visit.
- Finalize the visit schedule.
- Conduct team meetings.
- Ensure consistency in evaluations.
- Lead the exit meeting.
- Coordinate preparation of the Peer Review Report.
- Submit the final report to the Accreditation Commission.

24.8 Institutional Responsibilities

The institution shall:

- Cooperate fully with the Peer Review Team.



- Provide access to requested documents.
- Arrange interviews with appropriate stakeholders.
- Provide access to facilities.
- Ensure the availability of institutional leadership during the visit.
- Refrain from attempting to influence the team's judgment.

The institution shall designate a liaison officer to coordinate visit logistics.

24.9 Site Visit Procedures

The Peer Review Visit normally includes:

Opening Meeting

The Team meets with institutional leadership to review the visit schedule, objectives, and logistics.

Document Review

The Team examines institutional records, policies, reports, and supporting evidence.

Interviews

The Team normally interviews:

- Governing Board representatives.
- President/Principal.
- Senior administrators.
- Faculty.
- Students.
- Alumni.
- Ministry supervisors.
- Administrative staff.
- Church or ministry partners.

Observation

The Team observes:

- Teaching and learning activities (where appropriate).
- Chapel or worship services.
- Library facilities.
- Classrooms.
- Student facilities.
- Administrative offices.
- Technology resources.



Team Deliberation

Reviewers compare findings, discuss evidence, and prepare preliminary conclusions.

Exit Meeting

The Team Chair presents preliminary observations to institutional leadership.

The exit meeting is not the occasion for announcing the accreditation decision.

24.10 Evaluation of Compliance

Each accreditation standard shall be evaluated using:

- Documentary evidence.
- Interviews.
- Observation.
- Institutional data.
- Professional judgment.

The Team shall identify:

- Commendations.
- Compliance findings.
- Areas requiring improvement.
- Recommendations.

All findings shall be supported by evidence.

24.11 Peer Review Report

The Peer Review Report shall normally include:

- Executive Summary.
- Institutional Overview.
- Evaluation of each Accreditation Standard.
- Commendations.
- Recommendations.
- Required Actions (where applicable).
- Overall conclusions.

The report shall be factual, objective, concise, and evidence-based.

24.12 Confidentiality

Peer reviewers shall maintain strict confidentiality regarding:



- Institutional records.
- Accreditation deliberations.
- Interview discussions.
- Draft reports.
- Accreditation recommendations.

Confidential information shall not be disclosed without authorization, except where required by law.

24.13 Professional Conduct

Peer reviewers shall:

- Demonstrate respect for institutional personnel.
- Avoid bias and prejudice.
- Base conclusions solely on evidence.
- Maintain professional behaviour.
- Avoid accepting gifts or favors that could compromise impartiality.
- Protect the integrity of the accreditation process.

24.14 Timeline

Following the visit:

- The Peer Review Team shall finalize its report within the timeframe established by PATA.
- The report shall be submitted to the Accreditation Commission.
- The institution may be invited to clarify factual matters before a final accreditation decision is made.

24.15 Summary

The Peer Review Team plays a vital role in maintaining the credibility and integrity of PATA accreditation.

Through professional, fair, evidence-based, and Christ-centred evaluation, peer reviewers help institutions strengthen educational quality, institutional effectiveness, and faithful service to the Church.

PART IV



ACCREDITATION POLICIES AND PROCEDURES

Chapter 25

ACCREDITATION DECISIONS, APPEALS, COMPLAINTS, SANCTIONS, SUSPENSION, AND WITHDRAWAL OF ACCREDITATION

25.1 Purpose

The purpose of this chapter is to establish fair, transparent, and consistent procedures for accreditation decisions, appeals, complaints, sanctions, suspension, withdrawal, and other actions related to the accreditation status of institutions recognized by the Pentecostal Association for Theological Accreditation (PATA).

PATA is committed to ensuring that all accreditation decisions are evidence-based, impartial, consistent with published standards, and respectful of institutional due process.

25.2 Authority for Accreditation Decisions

The PATA Accreditation Commission holds the final authority to grant, deny, defer, suspend, withdraw, reaffirm, or otherwise modify institutional accreditation status. All accreditation decisions shall be based on the applicable accreditation standards, institutional self-study reports, peer review findings, and other relevant evidence. Decisions shall be impartial, evidence-based, consistent with published policies and procedures, and made in accordance with the PATA Constitution and Bylaws.

The Accreditation Commission shall consider:

- The Institutional Self-Study.
- The Peer Review Report.
- Supporting documentation.
- Institutional responses, where applicable.
- Applicable PATA standards and policies.

25.3 Types of Accreditation Decisions

The Accreditation Commission may make one of the following decisions:

A. Grant Accreditation



The institution substantially complies with the PATA Accreditation Standards and demonstrates institutional effectiveness.

B. Grant Accreditation with Conditions

The institution substantially complies with the standards but must address specified deficiencies within a defined period.

The Commission shall specify:

- Required corrective actions.
- Evidence to be submitted.
- Compliance deadlines.
- Follow-up review requirements.

C. Reaffirm Accreditation

An accredited institution demonstrates continued compliance with the PATA Accreditation Standards and is granted continued accreditation for the next accreditation cycle.

D. Defer Accreditation

The Commission determines that additional evidence, clarification, or institutional improvement is required before a final accreditation decision can be made.

The institution shall receive written guidance regarding:

- Outstanding issues.
- Required documentation.
- Timelines for follow-up.

E. Deny Accreditation

The institution fails to demonstrate substantial compliance with the PATA Accreditation Standards or fails to provide sufficient supporting evidence.

Written reasons shall be provided.

F. Suspend Accreditation

Accreditation may be suspended when significant concerns arise regarding continued compliance with the standards.

During suspension, the institution shall not represent itself as fully accredited unless otherwise authorized by PATA.



The Commission shall identify the conditions required for reinstatement.

G. Withdraw or Revoke Accreditation

Accreditation may be withdrawn or revoked when an institution:

- Fails to maintain compliance.
- Provides false or misleading information.
- Fails to cooperate with accreditation requirements.
- Engages in serious ethical or legal misconduct.
- Ceases academic operations.
- Loses legal authority to operate.

Withdrawal shall occur only after appropriate review and due process.

25.4 Notification of Decisions

Accreditation decisions shall be communicated in writing to the institution.

The notification shall normally include:

- The accreditation decision.
- Effective date.
- Accreditation period, where applicable.
- Commendations.
- Recommendations.
- Conditions, if any.
- Required follow-up actions.
- Information regarding appeal rights.

25.5 Monitoring and Follow-Up

The Accreditation Commission may require:

- Progress reports.
- Interim reports.
- Follow-up visits.
- Additional documentation.
- Focused reviews.

Monitoring activities shall verify that required improvements have been implemented.

25.6 Institutional Appeals

An institution may appeal an accreditation decision when it believes that:



- Published procedures were not followed.
- The decision was based on a significant factual error.
- New evidence has become available that could materially affect the decision.

An appeal shall not be based solely on disagreement with the professional judgment of the Peer Review Team or the Accreditation Commission.

Appeals shall:

- Be submitted in writing within the timeframe established by PATA.
- Clearly state the grounds for appeal.
- Include supporting documentation.

Appeals shall be considered by an Appeals Committee appointed by PATA that is independent of the original decision-making process.

The decision of the Appeals Committee shall be final within the PATA accreditation process.

25.7 Complaints Against Accredited Institutions

PATA may receive written complaints concerning an accredited institution.

Complaints should:

- Relate to matters relevant to the PATA Accreditation Standards.
- Include sufficient information to permit review.
- Be submitted in writing.

PATA will determine whether the complaint falls within its accreditation responsibilities.

Where appropriate, the institution shall be given an opportunity to respond before further action is taken.

25.8 Complaints Against Peer Reviewers or Commissioners

Complaints concerning the conduct of Peer Review Team members, Commissioners, or other PATA representatives shall be submitted in writing.

Complaints shall be reviewed according to PATA procedures.

Where appropriate, corrective action may include:

- Guidance or counselling.



- Additional training.
- Removal from future accreditation activities.
- Other actions deemed appropriate by PATA.

25.9 Sanctions

Where significant deficiencies are identified, the Accreditation Commission may impose sanctions, including:

- Written warning.
- Requirement for corrective action.
- Special monitoring.
- Focused review.
- Conditional accreditation.
- Suspension.
- Withdrawal of accreditation.

Sanctions shall be proportionate to the nature and seriousness of the deficiencies identified.

25.10 Due Process

PATA shall ensure that institutions receive fair treatment throughout the accreditation process.

Due process includes:

- Written notification of concerns.
- Opportunity to respond.
- Opportunity to submit additional evidence.
- Fair consideration of institutional responses.
- Written explanation of accreditation decisions.
- Access to the published appeals process.

25.11 Public Disclosure

PATA may publicly disclose the accreditation status of institutions.

Public information may include:

- Institution name.
- Accreditation category.
- Effective dates.
- Accreditation period.



Confidential institutional information shall not be disclosed without authorization unless required by law.

25.12 Restoration of Accreditation

An institution whose accreditation has been suspended or withdrawn may apply for restoration after addressing the identified deficiencies.

The institution shall demonstrate:

- Compliance with applicable standards.
- Implementation of corrective actions.
- Institutional stability.
- Readiness for further review.

Restoration is subject to review and approval by the Accreditation Commission.

25.13 Records of Accreditation Decisions

PATA shall maintain official records of:

- Accreditation decisions.
- Peer Review Reports.
- Appeals.
- Complaints.
- Sanctions.
- Accreditation correspondence.
- Monitoring reports.

Records shall be maintained securely and in accordance with PATA record retention policies.

25.14 Summary

Accreditation decisions shall be based on documented evidence, professional peer evaluation, and the published PATA Accreditation Standards.

PATA is committed to ensuring that every institution is treated fairly, respectfully, and consistently through procedures that promote accountability, continuous improvement, and excellence in Pentecostal theological education.

PART IV



ACCREDITATION POLICIES AND PROCEDURES

Chapter 26

MONITORING, ANNUAL REPORTING, SUBSTANTIVE CHANGE, AND REAFFIRMATION OF ACCREDITATION

26.1 Purpose

The purpose of this chapter is to establish procedures for monitoring accredited institutions, receiving annual institutional reports, reviewing substantive institutional changes, and conducting reaffirmation of accreditation.

Accreditation is an ongoing relationship between PATA and accredited institutions. Institutions are expected to maintain compliance with the PATA Accreditation Standards throughout the accreditation period and to demonstrate continuous institutional improvement.

26.2 Annual Institutional Reporting

Each accredited institution shall submit an Annual Institutional Report to PATA.

The report shall provide updated information regarding:

- Institutional profile.
- Student enrolment.
- Faculty appointments and qualifications.
- Academic programmes.
- Financial status.
- Governance changes.
- Strategic plan progress.
- Quality assurance activities.
- Major achievements.
- Significant challenges.
- Progress on previous accreditation recommendations.

The Annual Institutional Report shall be submitted by the deadline established by PATA.

26.3 Annual Compliance Statement



The Chief Executive Officer (President, Principal, or Director) shall certify annually that the institution:

- Continues to comply with the PATA Accreditation Standards.
- Continues to operate in accordance with applicable legal requirements.
- Has accurately reported institutional information.
- Has informed PATA of significant institutional changes.

This certification shall be signed by the Chief Executive Officer and, where required, endorsed by the Governing Board.

26.4 Monitoring Activities

PATA may monitor accredited institutions throughout the accreditation period.

Monitoring activities may include:

- Review of Annual Institutional Reports.
- Follow-up reports.
- Virtual meetings.
- Focused reviews.
- Monitoring visits.
- Requests for additional documentation.
- Review of institutional performance indicators.

Monitoring activities are intended to support institutional improvement and verify continued compliance.

26.5 Substantive Change

An accredited institution shall notify PATA in writing before implementing a significant institutional change that may affect accreditation.

Examples of substantive change include:

- Change of institutional ownership.
- Change of legal status.
- Merger with another institution.
- Change of institutional name.
- Change of mission or Statement of Faith.
- Appointment of a new Chief Executive Officer.
- Establishment of an additional campus or extension centre.
- Introduction of new degree programmes.
- Closure of an academic programme.
- Significant changes to programme delivery (including online or distance education).
- Major restructuring of governance.



- Relocation of the principal campus.

The Accreditation Commission shall determine whether the proposed change requires additional review or approval.

26.6 Special Review

PATA may conduct a Special Review when there is credible evidence that an institution may no longer comply with the Accreditation Standards.

A Special Review may be initiated in response to:

- Serious complaints.
- Significant governance concerns.
- Financial instability.
- Major academic deficiencies.
- Legal or regulatory action.
- Failure to submit required reports.
- Other matters affecting institutional quality or integrity.

The institution shall be informed of the reasons for the review and shall have an opportunity to respond.

26.7 Monitoring Visits

The Accreditation Commission may authorize a monitoring visit when necessary to verify:

- Progress on corrective actions.
- Implementation of recommendations.
- Institutional changes.
- Continued compliance with accreditation standards.

Monitoring visits shall normally be limited in scope and focused on identified issues.

A written monitoring report shall be prepared and submitted to the Accreditation Commission.

26.8 Reaffirmation of Accreditation

Accredited institutions shall undergo reaffirmation of accreditation before the expiration of the accreditation period.

Unless otherwise determined by the Accreditation Commission, reaffirmation shall normally occur every **five (5) years**.



The reaffirmation process shall normally include:

- Updated Institutional Self-Study.
- Submission of supporting evidence.
- Peer Review Visit.
- Evaluation by the Accreditation Commission.
- Accreditation decision.

Reaffirmation shall evaluate both continued compliance and evidence of continuous improvement since the previous accreditation review.

26.9 Failure to Report

Failure to submit required reports or to notify PATA of significant institutional changes may result in:

- A written reminder.
- A formal warning.
- A request for corrective action.
- A focused review.
- Suspension or withdrawal of accreditation, where warranted.

The Accreditation Commission shall determine appropriate action based on the nature and seriousness of the non-compliance.

26.10 Institutional Responsibilities

Accredited institutions shall:

- Maintain compliance with all PATA Accreditation Standards.
- Submit required reports on time.
- Notify PATA of substantive changes.
- Cooperate with monitoring activities.
- Implement required corrective actions.
- Maintain accurate institutional records.
- Promote continuous quality improvement.

26.11 Responsibilities of PATA

PATA shall:

- Monitor accredited institutions in a fair and consistent manner.
- Provide guidance regarding reporting requirements.
- Review substantive changes promptly.
- Maintain accurate accreditation records.
- Support institutions in continuous quality improvement.



- Communicate monitoring outcomes in writing.

26.12 Records and Documentation

PATA shall maintain official records relating to:

- Annual Institutional Reports.
- Monitoring reports.
- Substantive change notifications.
- Reaffirmation reviews.
- Accreditation decisions.
- Correspondence with accredited institutions.

Records shall be maintained securely and in accordance with PATA document retention policies.

26.13 Continuous Improvement

Monitoring activities shall be developmental as well as evaluative.

Institutions are encouraged to:

- Review progress annually.
- Update strategic and quality improvement plans.
- Respond promptly to recommendations.
- Share examples of good practice.
- Strengthen institutional effectiveness between accreditation reviews.

26.14 Summary

Monitoring, annual reporting, substantive change review, and reaffirmation are essential elements of responsible accreditation.

These processes help ensure that accredited institutions continue to provide high-quality, biblically faithful, and mission-driven theological education while demonstrating accountability, institutional effectiveness, and continuous improvement.

PART IV

ACCREDITATION POLICIES AND PROCEDURES



Chapter 27

CODE OF ETHICS FOR COMMISSIONERS, PEER REVIEWERS, ACCREDITED INSTITUTIONS, AND PATA REPRESENTATIVES

27.1 Purpose

The purpose of this Code of Ethics is to establish the ethical principles and professional expectations governing all individuals and institutions participating in the accreditation activities of the Pentecostal Association for Theological Accreditation (PATA).

This Code promotes integrity, fairness, accountability, transparency, confidentiality, and responsible Christian leadership in every aspect of the accreditation process.

All Commissioners, Peer Reviewers, committee members, consultants, staff, and accredited institutions are expected to uphold these principles.

27.2 Biblical Foundation

PATA affirms that Christian leadership and accreditation ministry shall be conducted in accordance with biblical principles, including:

- Truthfulness (Ephesians 4:25)
- Integrity (Proverbs 11:3)
- Justice and fairness (Micah 6:8)
- Humility (Philippians 2:3–4)
- Servant leadership (Mark 10:42–45)
- Faithfulness (1 Corinthians 4:2)
- Love and respect for others (John 13:34–35)

These principles guide every accreditation activity.

27.3 Ethical Responsibilities of PATA Commissioners

Commissioners shall:

- Act impartially and objectively.
- Base decisions solely on evidence and published standards.
- Avoid favoritism or discrimination.
- Respect institutional diversity.
- Protect confidential information.



- Disclose conflicts of interest.
- Maintain professional conduct.
- Promote continuous improvement.

Commissioners shall not use their position for personal, financial, political, or institutional advantage.

27.4 Ethical Responsibilities of Peer Reviewers

Peer Review Team members shall:

- Conduct reviews honestly and professionally.
- Respect the dignity of institutional personnel.
- Evaluate evidence fairly and consistently.
- Maintain confidentiality.
- Avoid conflicts of interest.
- Refrain from accepting gifts, favors, or benefits that could influence their judgment.
- Submit objective and evidence-based reports.
- Complete assigned responsibilities within established timelines.

Peer reviewers shall not provide consultancy services to an institution arising directly from a review unless expressly authorized by PATA after an appropriate interval and with safeguards to avoid conflicts of interest.

27.5 Ethical Responsibilities of Accredited Institutions

Institutions shall:

- Provide accurate and complete information.
- Cooperate fully with accreditation activities.
- Maintain compliance with PATA standards.
- Represent accreditation status truthfully.
- Protect academic integrity.
- Promote ethical governance.
- Respond honestly to accreditation recommendations.
- Notify PATA of significant institutional changes.

Institutions shall not knowingly submit false, misleading, or fabricated information during the accreditation process.

27.6 Confidentiality

All participants in the accreditation process shall protect confidential information obtained through accreditation activities.



Confidential information includes:

- Self-Study Reports.
- Peer Review Reports.
- Internal institutional documents.
- Financial information.
- Student and personnel records.
- Accreditation deliberations.
- Draft reports.

Confidential information shall not be disclosed without proper authorization, except where required by law.

27.7 Conflict of Interest

Individuals participating in accreditation activities shall disclose any actual, potential, or perceived conflict of interest.

Examples include:

- Employment by the institution under review.
- Recent consultancy arrangements.
- Governing Board membership.
- Close family relationships.
- Financial interests.
- Any circumstance that may compromise impartiality.

Persons with unresolved conflicts shall not participate in related accreditation decisions or reviews.

27.8 Professional Conduct

All participants shall:

- Demonstrate courtesy and respect.
- Communicate professionally.
- Avoid harassment, intimidation, or discrimination.
- Respect institutional diversity within the framework of PATA's Statement of Faith.
- Exercise sound judgment.
- Protect the reputation of PATA and participating institutions.

Professional disagreements shall be addressed respectfully and constructively.

27.9 Integrity in Decision-Making



Accreditation decisions shall be:

- Evidence-based.
- Transparent.
- Consistent.
- Free from undue influence.
- Properly documented.
- Aligned with published standards and policies.

Personal relationships, financial interests, or external pressures shall not influence accreditation decisions.

27.10 Responsible Use of Information and Technology

Participants shall use institutional information and digital technologies responsibly.

This includes:

- Protecting electronic records.
- Respecting copyright and intellectual property.
- Using artificial intelligence responsibly.
- Maintaining cybersecurity awareness.
- Preserving the integrity of digital evidence.

Technology shall support, not compromise, the accreditation process.

27.11 Reporting Ethical Concerns

Any person who becomes aware of unethical conduct related to PATA accreditation should report the matter through established procedures.

Reports should be:

- Submitted in good faith.
- Supported by available evidence.
- Treated confidentially.
- Investigated fairly.

Individuals reporting concerns in good faith shall be protected from retaliation to the extent permitted by PATA policies and applicable law.

27.12 Violations of the Code of Ethics

Violations of this Code may result in appropriate action, including:



- Guidance or counselling.
- Written warning.
- Removal from Peer Review Teams or committees.
- Termination of appointments.
- Referral to the Accreditation Commission.
- Other actions consistent with PATA policies.

Institutions that violate ethical standards may also be subject to accreditation actions in accordance with Chapter 25.

27.13 Annual Ethical Commitment

Commissioners, Peer Reviewers, and PATA staff should annually affirm their commitment to this Code of Ethics.

The affirmation may include declarations regarding:

- Confidentiality.
- Conflict of interest.
- Professional conduct.
- Compliance with PATA policies.

27.14 Periodic Review

This Code of Ethics shall be reviewed periodically by the PATA Accreditation Commission to ensure continued relevance, consistency with biblical principles, and alignment with recognized accreditation practices.

Revisions shall be approved by the Governing Board.

27.15 Summary

The credibility of PATA accreditation depends upon the integrity of those who participate in the accreditation process.

By adhering to this Code of Ethics, Commissioners, Peer Reviewers, accredited institutions, and PATA representatives affirm their commitment to Christ-centred leadership, biblical integrity, professional excellence, and faithful stewardship in theological education.

PART IV

ACCREDITATION POLICIES AND PROCEDURES



Chapter 28

POLICIES ON CONFIDENTIALITY, CONFLICT OF INTEREST, RECORDS MANAGEMENT, AND DATA PROTECTION

28.1 Purpose

The purpose of this chapter is to establish policies governing confidentiality, conflict of interest, records management, and data protection for all accreditation activities conducted by the Pentecostal Association for Theological Accreditation (PATA).

These policies are intended to protect the integrity of the accreditation process, preserve institutional trust, ensure responsible stewardship of information, and support compliance with applicable legal requirements.

28.2 Scope

This chapter applies to:

- PATA Governing Board members.
- Accreditation Commissioners.
- Peer Review Team members.
- Consultants and advisors.
- Administrative staff.
- Accredited institutions.
- Applicant and Candidate institutions.
- Any person granted access to accreditation records.

28.3 Confidentiality Policy

All accreditation information received by PATA shall be treated as confidential unless otherwise designated for public release.

Confidential information includes, but is not limited to:

- Institutional Self-Study Reports.
- Peer Review Reports.
- Accreditation deliberations.
- Financial records.
- Student records.
- Personnel information.
- Internal policies and procedures.



- Strategic plans.
- Draft accreditation documents.

Confidential information shall be used solely for accreditation purposes.

28.4 Public Information

The following information may be made publicly available by PATA:

- Name of the institution.
- Accreditation category.
- Effective accreditation dates.
- Accreditation status.
- Public contact information.
- Official statements approved for publication.

No confidential institutional information shall be released without authorization, except where disclosure is required by law.

28.5 Conflict of Interest Policy

All individuals participating in accreditation activities shall avoid actual, potential, or perceived conflicts of interest.

Examples include:

- Employment by the institution under review.
- Recent consultancy or advisory services.
- Governing Board membership.
- Immediate family relationships.
- Financial interests.
- Personal relationships that could influence impartiality.

All conflicts shall be disclosed before participation in accreditation activities.

The Accreditation Commission shall determine the appropriate course of action, which may include recusal or replacement.

28.6 Declaration of Interest

Before participating in accreditation activities, Commissioners, Peer Reviewers, consultants, and staff shall complete a written Declaration of Interest.

The declaration shall confirm that the individual:



- Has disclosed any conflicts of interest.
- Agrees to maintain confidentiality.
- Will act impartially.
- Will comply with PATA policies.

Declarations shall be retained in PATA records.

28.7 Records Management

PATA shall maintain official accreditation records in a secure and organized manner.

Records may include:

- Applications.
- Self-Study Reports.
- Peer Review Reports.
- Accreditation decisions.
- Monitoring reports.
- Annual reports.
- Correspondence.
- Appeals.
- Complaints.
- Governing Board minutes.

Records shall be indexed and stored to facilitate retrieval while protecting confidentiality.

28.8 Records Retention

Accreditation records shall be retained according to a Records Retention Schedule approved by the Accreditation Commission.

The schedule shall specify:

- Types of records.
- Minimum retention periods.
- Archiving procedures.
- Secure disposal procedures.

Records subject to legal proceedings, appeals, or investigations shall not be destroyed until all related matters have been resolved.

28.9 Data Protection

PATA shall take reasonable administrative, technical, and physical measures to protect personal and institutional information.



Data protection measures shall include:

- Secure electronic storage.
- Password-protected systems.
- Controlled access.
- Data backup procedures.
- Protection against unauthorized access.
- Responsible disposal of confidential information.

Personal data shall be processed only for legitimate accreditation purposes.

28.10 Electronic Records

Electronic accreditation records shall be:

- Securely stored.
- Regularly backed up.
- Protected from unauthorized alteration.
- Accessible only to authorized personnel.

Where electronic signatures are used, they shall comply with applicable legal and institutional requirements.

28.11 Access to Records

Access to accreditation records shall be limited to authorized persons.

Institutions may request access to their own accreditation records, subject to PATA policies.

Requests for access shall be made in writing and processed in accordance with applicable procedures.

28.12 Breach of Confidentiality

Any suspected breach of confidentiality shall be reported immediately to the Accreditation Commission.

The Commission shall investigate the matter and determine appropriate corrective action.

Actions may include:

- Written warning.
- Removal from accreditation duties.
- Additional training.



- Referral for disciplinary action.
- Other measures considered appropriate.

28.13 Review of Policies

The policies contained in this chapter shall be reviewed periodically to ensure:

- Continued effectiveness.
- Compliance with applicable laws.
- Alignment with international accreditation practices.
- Protection of institutional and personal information.

Revisions shall be approved by the Governing Board.

28.14 Summary

Confidentiality, conflict of interest management, records management, and data protection are essential to maintaining confidence in the PATA accreditation system.

All participants share responsibility for protecting institutional information, acting impartially, and ensuring that accreditation records are managed responsibly, securely, and ethically.

PART IV

ACCREDITATION POLICIES AND PROCEDURES

Chapter 29

GLOSSARY OF ACCREDITATION AND QUALITY ASSURANCE TERMS

29.1 Purpose

This glossary defines the principal terms used throughout the PATA Accreditation Handbook. These definitions promote a common understanding of accreditation, quality assurance, governance, and theological education among institutions, peer reviewers, Commissioners, and other stakeholders.

Unless otherwise specified, these definitions apply throughout the PATA Accreditation Handbook.



A

Academic Calendar

The official schedule of instructional periods, examinations, holidays, and academic activities for an academic year.

Academic Freedom

The freedom of faculty and students to pursue scholarly inquiry, teaching, learning, and research responsibly within the institution's mission, Statement of Faith, and applicable institutional policies.

Academic Integrity

The commitment to honesty, ethical conduct, originality, and responsible scholarship in teaching, learning, research, assessment, and publication.

Accreditation

A formal process of external quality assurance through which PATA evaluates and recognizes institutions that substantially comply with its published standards and policies.

Accreditation Commission

The body authorized by PATA to make accreditation decisions and oversee accreditation policies and procedures.

Applicant Institution

An institution that has formally applied for accreditation and has met the initial eligibility requirements established by PATA.

Assessment

The systematic collection, analysis, and interpretation of evidence to determine the extent to which learning outcomes, institutional objectives, or accreditation standards have been achieved.

B

Benchmarking



The process of comparing institutional performance, policies, or practices with recognized standards or comparable institutions to identify opportunities for improvement.

Biblical Integration

The intentional incorporation of biblical principles and Christian worldview throughout curriculum, teaching, research, ministry formation, and institutional life.

Board of Governors (or Governing Board)

The highest governing authority responsible for institutional oversight, strategic direction, policy approval, financial stewardship, and accountability.

C

Candidate for Accreditation

An institution recognized by PATA as progressing toward accreditation but not yet granted accredited status.

Continuous Quality Improvement (CQI)

An ongoing, evidence-based process through which an institution plans, assesses, evaluates, and improves its effectiveness and educational quality.

Course Learning Outcomes (CLOs)

Statements describing the knowledge, skills, attitudes, and competencies students are expected to achieve upon successful completion of a course.

Curriculum

The planned sequence of educational experiences, courses, learning activities, and assessments designed to achieve programme learning outcomes.

D

Distance Education

Educational programmes delivered primarily through online, digital, or other technologies where students and instructors are separated by location for a significant portion of instruction.

Documentation



Written, electronic, or other evidence used to demonstrate compliance with accreditation standards and institutional policies.

E

Educational Effectiveness

The extent to which an institution achieves its mission, programme objectives, and student learning outcomes.

Evidence

Documents, records, data, observations, interviews, or other verifiable information supporting institutional claims during accreditation.

F

Faculty

Individuals appointed by the institution to teach, supervise learning, conduct research, mentor students, or perform other academic responsibilities.

Field Education

Structured ministry experiences through which students apply theological knowledge and ministry skills under qualified supervision.

G

Governance

The system through which an institution is directed, supervised, and held accountable in fulfilling its mission and strategic objectives.

Graduate Outcomes

Evidence regarding the effectiveness of graduates in ministry, employment, further education, leadership, or Christian service.

I

Institutional Effectiveness

The systematic evaluation of how successfully an institution fulfills its mission, achieves strategic goals, and improves institutional performance.



Internal Quality Assurance System (IQAS)

The institutional framework for planning, monitoring, assessing, and continuously improving educational quality and institutional effectiveness.

Internship

A structured, supervised practical learning experience designed to develop professional or ministerial competencies.

L

Learning Management System (LMS)

A digital platform used to deliver instruction, manage courses, monitor student progress, facilitate communication, and administer assessments.

Learning Outcomes

Statements describing what students are expected to know, understand, and be able to do following completion of a programme or course.

M

Mission

The institution's fundamental purpose and reason for existence, guiding all educational, ministerial, and administrative activities.

Ministry Formation

The intentional development of students' ministerial competencies, leadership abilities, spiritual maturity, and practical ministry experience.

P

Peer Review

An external evaluation conducted by qualified educators and ministry leaders appointed by PATA to assess an institution's compliance with accreditation standards.

Peer Review Team



The group appointed by PATA to conduct an accreditation review, including evaluation of documentation, interviews, observations, and preparation of the Peer Review Report.

Programme Learning Outcomes (PLOs)

Statements describing the knowledge, competencies, values, and ministry skills students are expected to demonstrate upon completion of an academic programme.

Q

Quality Assurance

The systematic processes through which an institution maintains and improves educational quality, institutional effectiveness, and compliance with accreditation standards.

Quality Culture

An institutional environment in which continuous improvement, assessment, accountability, and excellence are shared responsibilities.

R

Reaffirmation of Accreditation

The periodic review process through which an accredited institution demonstrates continued compliance with the PATA Accreditation Standards.

Rubric

A defined set of performance criteria used to evaluate achievement, compliance, or quality consistently.

S

Self-Study

A comprehensive institutional self-evaluation conducted in preparation for accreditation or reaffirmation.

Spiritual Formation

The intentional process of nurturing Christ-like character, biblical maturity, Pentecostal spirituality, and servant leadership within students.



Stakeholders

Individuals or organizations with an interest in the institution's mission and performance, including students, faculty, alumni, churches, employers, donors, and the wider community.

Strategic Plan

A long-term institutional plan establishing priorities, goals, objectives, strategies, performance indicators, and methods of evaluation.

Student Information System (SIS)

An information management system used to maintain student records, registration, grades, transcripts, and related academic information.

Substantive Change

A significant institutional change that may affect accreditation status and therefore requires notification to or approval by PATA under applicable policies.

T

Theological Education

The organized process of preparing individuals for Christian ministry, leadership, scholarship, and service through biblical, theological, spiritual, and practical education.

V

Vision

A statement describing the institution's desired future direction and long-term aspirations.

29.2 Interpretation

Questions regarding the interpretation of terms contained in this glossary shall be referred to the PATA Accreditation Commission.



Where a term is not defined in this glossary, the Commission shall interpret the term in a manner consistent with the mission, Statement of Faith, Accreditation Standards, and published policies of PATA.

29.3 Periodic Review

This glossary shall be reviewed periodically to ensure that definitions remain current, consistent with evolving accreditation practices, and aligned with developments in theological education and quality assurance.

PART IV

ACCREDITATION POLICIES AND PROCEDURES

Chapter 30

APPENDICES, FORMS, TEMPLATES, AND REFERENCE MATERIALS

30.1 Purpose

The appendices provide practical tools, templates, forms, checklists, and reference materials to assist institutions, Peer Review Teams, and the PATA Accreditation Commission in implementing the PATA Accreditation Standards and Policies.

These materials are designed to promote consistency, transparency, efficiency, and continuous quality improvement throughout the accreditation process.

PATA may revise or update these appendices periodically without requiring revision of the Accreditation Standards.

APPENDIX A

Institutional Accreditation Application Form

The application form should include:



- Institutional Information
- Legal Status
- Contact Information
- Institutional Leadership
- Governance Structure
- Academic Programmes Offered
- Student Enrolment
- Faculty Statistics
- Statement of Faith
- Declaration of Accuracy
- Signature of Chief Executive Officer
- Governing Board Authorization

APPENDIX B

Institutional Eligibility Checklist

Sample checklist:

- ✓ Legal Registration
- ✓ Governing Board Established
- ✓ Mission and Vision Approved
- ✓ Statement of Faith Adopted
- ✓ Academic Policies Published
- ✓ Student Handbook Available
- ✓ Faculty Handbook Available
- ✓ Financial Statements Available
- ✓ Strategic Plan Approved
- ✓ Quality Assurance System Established
- ✓ Minimum Operational Period Completed
- ✓ Required Documents Submitted

APPENDIX C



Institutional Self-Study Template

Suggested structure:

1. Institutional Profile
2. Mission and Vision
3. Governance
4. Academic Programmes
5. Faculty
6. Students
7. Library
8. Technology
9. Research
10. Spiritual Formation
11. Ministry Formation
12. Financial Resources
13. Facilities
14. Quality Assurance
15. Response to Each Accreditation Standard
16. Institutional Improvement Plan
17. Evidence Index

APPENDIX D

Evidence Index Template

Evidence Code	Description	Standard	Location
EV-1	Strategic Plan	Standard 3	Digital Folder
EV-2	Faculty Handbook	Standard 7	Office File
EV-3	Annual Budget	Standard 14	Finance Office

APPENDIX E

Sample Peer Review Visit Schedule

Day One

Opening Meeting

Institutional Presentation

Campus Tour



Document Review

Faculty Interviews

Student Interviews

Evening Team Meeting

Day Two

Classroom Observation

Library Review

Finance Review

Governance Interview

Ministry Formation Review

Team Deliberation

Exit Meeting

APPENDIX F

Peer Review Report Template

Sections:

- Executive Summary
- Institutional Overview
- Evaluation by Standard
- Strengths
- Recommendations
- Required Actions
- Commendations
- Overall Conclusions
- Team Signatures

APPENDIX G

Annual Institutional Report Template

Suggested sections:



- Institutional Update
- Student Statistics
- Faculty Changes
- Financial Summary
- Programme Changes
- Research Activities
- Ministry Activities
- Community Engagement
- Quality Improvement Activities
- Strategic Plan Progress
- Future Priorities

APPENDIX H

Substantive Change Notification Form

Institutions shall report:

- New Academic Programmes
- Additional Campuses
- Governance Changes
- Leadership Changes
- Institutional Name Change
- Legal Status Change
- Major Curriculum Revision
- Online Programme Expansion

APPENDIX I

Conflict of Interest Declaration

Each Commissioner, Peer Reviewer, and Consultant shall declare:

- No financial conflict
- No family relationship
- No employment relationship
- No consultancy conflict
- Agreement to maintain confidentiality

Signed Declaration

Date

APPENDIX J



Confidentiality Agreement

The participant agrees:

- To protect confidential information.
- Not to disclose institutional records.
- To use information solely for accreditation purposes.
- To return or securely destroy confidential documents when required.

Signature

Date

APPENDIX K

Accreditation Rating Matrix

Rating	Description
5	Exemplary
4	Fully Meets Standard
3	Meets Standard
2	Partially Meets Standard
1	Does Not Meet Standard

APPENDIX L

Institutional Improvement Plan Template

Improvement Area Action Responsible Person Timeline Evidence

APPENDIX M

Accreditation Timeline (Illustrative)

Activity	Suggested Timeframe
Initial Inquiry	Month 1
Application	Month 2
Eligibility Review	Month 3



Activity	Suggested Timeframe
Self-Study	Months 4–9
Submission of Self-Study	Month 10
Peer Review Visit	Month 11
Accreditation Decision	Month 12

APPENDIX N

Five-Year Accreditation Cycle

Year 1

- Accreditation Granted
- Institutional Improvement Plan

Year 2

- Annual Report
- Progress Review

Year 3

- Mid-Cycle Review (if required)
- Monitoring Activities

Year 4

- Annual Report
- Preparation for Reaffirmation

Year 5

- Updated Self-Study
- Peer Review Visit
- Reaffirmation Decision

APPENDIX O

Recommended Institutional Policies



Institutions should maintain written policies covering:

- Governance
- Admissions
- Academic Affairs
- Assessment
- Faculty
- Student Conduct
- Financial Management
- Human Resources
- Research Ethics
- Information Technology
- Data Protection
- Library Services
- Ministry Formation
- Spiritual Formation
- Health and Safety
- Quality Assurance
- Complaints and Appeals
- Risk Management

APPENDIX P

PATA Contact Information

Pentecostal Association for Theological Accreditation (PATA)

Website: <https://pata.org.in/>

Email: pataccreditation@gmail.com

Telephone: +919500190061

Postal Address: 56, Kishanpur Canal Road, Dehradun, Uttarakhand, 248009, India.

30.2 Revision of Forms

PATA may revise, replace, or add forms and templates as necessary to improve the efficiency and effectiveness of the accreditation process.



Updated forms shall be published through official PATA communication channels and shall supersede earlier versions.

30.3 Final Statement

The PATA Accreditation Handbook is intended to guide institutions in pursuing excellence in Pentecostal theological education through faithful adherence to biblical principles, academic quality, Spirit-empowered ministry, responsible governance, and continuous institutional improvement.

By working collaboratively with institutions across India and South Asia, PATA seeks to strengthen theological education, equip Christian leaders, and advance the mission of the Church for the glory of God.

AMEN.