MICRO-CREDENTIAL PROVIDER REVIEW REPORT

European Theological Seminary e.V.

Freudenstadt-Kniebis, Germany
Related to initial Micro-credential Provider Review;
10th February to 12th 2025

ECTE

European Council for Theological Education

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A. EXECUTIVE SUMMARY

Report of a Micro-credential Provider (MCP) review of European Theological Seminary (hence ETS), Kniebis, as an alternative provider of higher education (AP, in Germany: *Kirchenberufliche Fachschule*).

This report pertains to a process that included a desk analysis of the MCP-Self-evaluation report (MCP-SER) and additional documentation supplied to the MCP Visitation Evaluation Team (MCP-VET) and an online review conducted from February 10 to 12, 2025. The goal of the review was to accredit ETS as a Micro-credential Provider at QF-EHEA First Cycle/EQF Level 6, in accordance with the European Council for Theological Education (ECTE)'s MCP *Standards and Guidelines* (MCP-SG). The MCP-SG is based on part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), and the review process is based on parts 2 and 3 of the ESG.

The report is presented by the MCP-VET panel and includes the following findings for the consideration of the ECTE Accreditation Commission (AC): five areas of performance worthy of commendation and five recommendations for improvement and three requirements.

B. INTRODUCTION TO THE REVIEW

Description of the review

This is a MCP review of ETS as an Alternative Provider (AP) of higher education, dedicated to the development of men and women for Christian ministry in both national and international contexts.

The main document guiding this review is the ECTE's *Micro-credential Provider Standards and Guidelines[1]*, December 2024 version*,* which have been designed to reflect ESG1 standards, emerging good practices in the European Higher Education Area concerning micro-credentials, the ICETE *Standards and Guidelines for Micro-credential Providers* (SG-MCP).[2] Additionally, the review was informed by ECTE's *Guidelines for Site Visits and VETS[3]*, as well as ECTE's *Guidelines for Distance and Online Education.*[4]

Since, at the time of the review, ETS had not yet delivered micro-credentials, this evaluation focuses on the institution's preparedness rather than actual implementation. The VET has been able to examine policies and provisions and, in some cases, observe actual practices. As such, the VET has made judgment calls of compliance given the policies and procedures in place.

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[1] See https://ecte.eu/wp-content/uploads/2023/12/Micro-credential-Providers-Standards-and-Guidelines.pdf
[2] See https://icete.info/wp-content/uploads/2021/08/Standards-and-Guidelines-for-Global-Evangelical-Theological-Education-2021.pdf
[3] See https://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits-and-VETs.pdf
[4] See https://ecte.eu/wp-content/uploads/2020/06/Guidelines-for-Distance-and-Online-Education.pdf

Programme

Programme submitted for the MCP accreditation in 2025:

EQF/QF-EHEA	Name of qualification used by ETS	ECTS	ISCED Level	Delivery Mode
EQF 6/ First Cycle	Micro-credential	1-30	6	Hybrid, Online

The Visitation Team

The composition of the MCP VET panel to ETS included the following experts, all of whom had received specific training to review MCPs:

Dr. Eric T. McCauley (Team Leader, MCP-RC), James Lockwood, MSc, MA (VET Member), Matteo Ricciardi, PhD (VET Member) Greta Pina, MSc, MA (VET Member as Student Representative).

The Accreditation Commission (AC) previously approved a core group of experts for the 2024-2025 pilot phase for MCP reviews.

The MCP-RC asked the provider if they had any reservations about the VET members, but there were none.

The MCP-RC informed the Accreditation Director (AD) of the selected VET members and the scheduled dates for the online review.

Visit Arrangements

The MCP-Self-evaluation report (MCP-SER) was prepared using the designated online template MCP-SER[5] and submitted to the MCP Review Coordinator (MCP-RC) on time, along with supporting documents. Logistical and administrative arrangements before the visit were set up as follows:

1. The MCP-RC gave VET members access to the SER, supplemental documents, and past correspondence via hyperlink.
2. VET members recorded their initial observations of reading within a shared document.
3. The Internal Review Coordinator (IRC) of the provider was identified and received a copy of the visit protocol.
4. To facilitate logistical and organizational planning for the review, two messenger app groups were established: one for internal use by VET members and another for communication with the institution.
5. In coordination with the VET leader, the IRC organised and agreed to a schedule for the visit.

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[5] See https://ecte.eu/ser-mcp/

6. An initial pre-visit meeting of the VET took place via video-conferencing to discuss the MCP-SER and supporting documents.
7. A shared working report document was set up for members of the team to access and modify throughout the visit. The document follows the structure of the interim report form pertaining to the current standards and protocol of ECTE. This was filled out and commented on by members of the VET, as the visit progressed, in preparation for the interim report-writing on the last day of the visit.

The online review schedule was developed adhering to established good practices for online reviews[6], with an emphasis on the following activities, among others:

- Standardised Assessment Criteria: Online site review assessed the same accreditation standards, guidelines, and supporting evidence as traditional on-site visits.
- Interview Management: Interviews were limited to no more than four hours per day, with scheduled breaks and VET panel discussions interspersed throughout. Video conferencing sessions were capped at one hour in duration to maintain engagement and focus.
- Daily Working Sessions: The VET panel conducted at least one working session daily to share insights, document observations in the review worksheet, and reach a consensus on the site visit outcomes.
- Confidentiality Measures: All participants ensured the confidentiality of the proceedings, and no recordings were made to protect sensitive information recorded.

Specifics of the review schedule and stakeholders are below.

Review Schedule

The online review was conducted from Monday, February 10th through Wednesday, February 12th 2025. See a detailed schedule in Appendix A.

The VET met with the following stakeholder groups:

- President
- Learning Resource Representative
- Administration and Financial Staff
- Church Representative
- Academic Dean
- Studio Production Manager
- Board Representatives
- Educational Staff
- MC Director
- Front Office/Registrar Representative
- Teaching Faculty

For reference, Appendix B provides a detailed breakdown of the standards that were addressed in each meeting during the review process.

The team was warmly received by the leadership and the staff. The provider arranged all online means needed for an effective evaluation of the organisation. From the team's perspective, the documentation submitted, and discussions held, were transparent and sufficient for the purposes of the evaluation. The documentation provided a useful summary of the provider's

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[6] See https://ecte.eu/wp-content/uploads/2020/09/Guidelines-for-Site-Visits-and-VETs.pdf#page=46

current state. The review took place over three days. The online review began February 10th, 2025, and concluded February 12th, 2025.

The review was conducted in English.

C. INTRODUCTION TO THE PROVIDER

General Description of Provider

ETS has been a member of ECTE since 1989 and is listed on the ECTE Review Directory.[7] ETS obtained institutional and program re-accreditation from ECTE as an Alternative Provider in 2021, with the review process conducted in accordance with the ESG 2015. The institution has held continuous accreditation since 2009 and is in good standing, with the most recent re-accreditation granted in 2021. This accreditation encompasses both institutional and programmatic levels, including an EQF Level 6 accreditation for the Advanced Certificate in Christian Ministries.

ETS is also listed on the Database of the European Quality Assurance Register (DEQAR) database under the unique identifier DEQARINST7494, classified as a higher education institution. ETS delivers academic programmes corresponding to the first cycle accredited by ECTE and functions as a branch campus of Lee University offering Master's degrees (programme accreditation by EVALAG in Germany). Detailed institutional information and accreditation status can be accessed via DEQAR's permalink: https://data.deqar.eu/institution/7494.

ETS legal status is approved by the Ministry of Education in the State of Baden-Württemberg, Germany, as a Vocational College for training Church Workers (*Kirchenberufliche Fachschule*) and for the purpose of financial aid (BAföG). The purpose of studies is to provide academically based yet practically oriented theological training in keeping with §3, Section 1 FHG of the State of Baden-Württemberg.

ETS offers Master's degrees (QF-EHEA Second cycle/EQF 7), accredited by EVALAG in Germany. ETS currently has a partnership with Lee University (Cleveland, TN, USA) for their QF-EHEA Second cycle/EQF level 7 programme. These programmes are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, GA, USA) and listed on their institutional database.[8] SACSCOC is recognised for accrediting institutions that grant associate, baccalaureate, master's, or doctoral degrees, including those offered via distance and correspondence education.

ETS also holds membership in various associations, such as the European Student Mission Association (ESMA), and is in good standing as a founding member of the European Pentecostal Theological Association (EPTA).

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[7] See https://ecte.eu/european-theological-seminary/
[8] See https://sacscoc.org/institutions/?institution_name=Lee+University&results_per_page=25&curpage=1&institution=0011N00001h9E21QAE

They are also the primary European training organisation for the Church of God.

Instruction and learning resources are available in English and German.

Mission Statement and Vision for Micro-credentials

ETS envisions a future where individuals are equipped to engage with theological teachings and effectively address the challenges they face within their ministries. Offering MCs through diverse delivery modes – on-campus, online, and remotely/off-campus – is a key strategy for realizing this vision.

ETS seeks to develop well-crafted micro-credentials that align well with the practical needs of the church.

History

ETS is an alternative provider located in the Black Forest, Germany, that has committed to equipping students for lives of service and leadership for the last 75 years. A brief history of the school dates back to 1948 when the Bible school ministry for the Church of God in Europe began in Schorndorf, Germany.

In 1964, a decision was made to give the school an international character, serving the needs of Pentecostal churches across Europe. This led to a move to Switzerland, where it became known as the International Bible Seminary (IBS). Nearly a decade later, in 1973, the college transferred to Rudersberg, Germany, and was renamed the European Bible Seminary (EBS).

In 1999, EBS partnered with the Church of God Theological Seminary to offer courses leading to a Master of Arts in Church Ministries.

In 2002, it relocated to the Black Forest area of Germany and underwent a name change, becoming the European Theological Seminary (ETS). This was marked by forming a partnership with Lee University (Cleveland, TN, US) starting in 2007. Through this collaboration, ETS began offering Master's courses that would further equip students for ministry and leadership roles.

In 2024, ETS celebrated 75 years of its commitment to theological education, training leaders, and serving churches across Europe and beyond.

Throughout the institution's history, the EQF Level 6 programme has been offered at various stages since 1989 through ECTE. This programme has maintained continuous ECTE accreditation from 2009 to the present day in 2025.

Facilities

The European Theology Seminary acknowledges the significance of accessibility in today's fast-paced world. ETS is dedicated to providing accessible learning opportunities through its micro-credential programme. To cater to students who need to adapt their learning schedules, ETS will offer fully online MCs, as well as a hybrid approach that combines on-campus and online experiences.

Since the 2019 pandemic, ETS has established a state-of-the-art production studio for creating online content. They utilise their Learning Management System (LMS) to offer a dedicated online portal for their residential classes that will also be used for their fully online MCs. Through this portal, students can access video materials, engage in course-specific forums, retrieve all course-related documents, and communicate with their instructors.

Located in the Black Forest region of Germany, ETS's campus provides modern and well-equipped facilities that foster a conducive learning atmosphere when studies are on-campus.
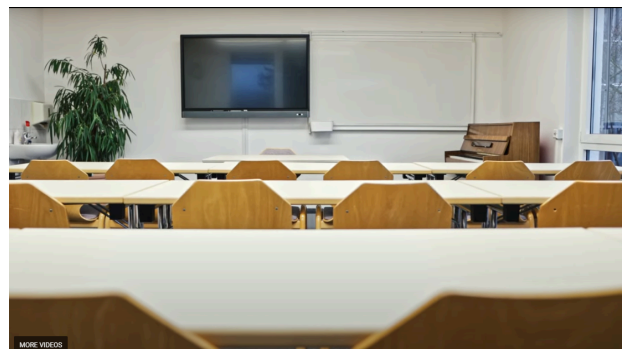
The campus features state-of-the-art classrooms with multimedia equipment, a library, reading room, chapel, and communal spaces for study groups and social interaction when MCs are offered on location.

Students can also take advantage of the on-campus dining area, which offers three meals a day, as well as a limited number of guest rooms for those attending multi-day MC courses.

Educational and non-educational Staff

The core team responsible for designing, developing and launching the MC programme includes faculty members and a full-time MC Director, supported by one support staff member (0.5 FTE).

There are five educational staff members who hold an EQF Level 8 qualification and three individuals with an EQF Level 7 qualification. In total, there are eleven staff members directly involved in the MC programme.

Budget

ETS has demonstrated a significant institutional commitment to the development and sustainability of micro-credentials (MCs) by allocating a dedicated budget line for 2025 and beyond.

ETS has allocated additional funds to support the hiring of dedicated staff members to drive the development and delivery of MCs. A specific allocation has been made to cover the costs of personnel and other expenses directly related to MCs, with flexibility to adjust staffing levels as needed. This investment underscores ETS's commitment to providing high-quality MC programmes and ensuring a solid launch.

Micro-credential plans

ETS plans to introduce its micro-credential programme on a small scale, targeting an expansion to approximately fifteen MCs within five years, based on-demand and operational capacity. These initial MCs will range from 1 to 10 ECTS credits.

ETS will initially offer courses online and in hybrid formats as part of their EQF Level 6 programme, with on-campus face-to-face sessions in the fall of 2025. The micro-credential programme and online courses will launch simultaneously, sharing a unified structure. As needs and capabilities develop, weekend seminars and additional asynchronous online delivery options may be introduced. These will include offering micro-credentials in partnership with other organisations. Interest from several organisations has already been expressed, and informal discussions are ongoing.

Description of potential partners offering micro-credentials

At the time of the review, ETS had not yet engaged in concrete conversations with potential partners for micro-credentials, as they were focused on delivering their first micro-credentials within their school to understand the process better before initiating such discussions. However, they are connected with external stakeholders and plan to engage them regarding micro-credentials in the future.

ETS currently has a partnership with Lee University in the USA for their EQF level 7 programme. They are also the primary European training organisation for the Church of God and are in good standing as a founding member of the European Pentecostal Theological Association (EPTA).

ETS has positioned itself well with other partners. The Church of God wants ETS to be their flagship institution that could be a model for the other 125 theological institutions they have around the world.

ETS has already established itself to be a training partner that provides future employees who work for the denomination's established churches.

How the provider prepared for the review

The initial phase of the MCP programme development at ETS focused on a thorough analysis of the requirements outlined in ECTE's *MCP Standards and Guidelines*. This analysis was further informed by a comprehensive review of the key questions within the MCP Self-Evaluation Report (SER).

Based on this initial analysis, ETS developed a draft handbook outlining the key aspects of the proposed MC initiative. Following a preliminary check with the MCP-RC, ETS decided to revise the handbook structure to align more closely with the ten MCP standards. ETS will finalise and publish two versions of the MCP handbook: an internal handbook for internal processes and a publicly accessible version for external stakeholders.

Parallel to the handbook development, ETS started compiling the MCP SER. This process involved using existing documentation from current on-campus programmes as well as developing new documentation specifically tailored to aspects of the MCs, such as online delivery, programme relevance, and challenges within the framework for MCPs.

An MC committee was involved in the preparation of the SER. The committee consisted of the President, MC Director, Academic Dean, a faculty member who is also the CFO and the registrar.

Key personnel involved in the process included:

- The President of ETS oversaw the entire initiative, provided ongoing support and appointed the MC Director.
- MC Director was tasked with writing the SER and drafting the ETS MC Handbook with corresponding policies for ETS's MC offerings.
- The former and current Academic Deans added significant contributions, particularly in the areas of Internal Quality Assurance (IQA) and External Quality Assurance (EQA), leveraging the former Academic Deans extensive experience and prior work within other accreditation processes.
- A faculty member, who is also the CFO, contributed significantly to the SER process, offering valuable input on academic, financial, and organizational matters. The colleague took part in the MCP orientation event held by ECTE in March 2024, in Albania, which greatly informed his contribution.
- The Registrar, along with the educational and administrative staff, offered valuable insights. These included access to pertinent documents, details on learning resources, and clarification of student admission procedures.

D. Findings of the review

MCP Standards

MCP 1 - Policies for quality assurance

Providers have formal policies for internal quality assurance (IQA)

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP1 Policies for quality assurance
- Interviews on development and implementation of IQA policies
- Hermeneutic Design

- Micro-credential (Policy) Handbook
- Table of educational faculty
- NT Book Design

- Website
- The architecture of a course
- MC Course Matrix

Meetings with:

- President
- Administrative and Financial Staff
- Studio Production Manager

- Academic Dean
- Registrar Representative

- MC Director
- Teaching Faculty

Analysis and Assessment:

The Micro-credential Handbook is a centralised policy framework that covers every aspect of the programme. The handbook includes a dedicated policy for each ECTE MCP standard, which is aligned with the ESG 1 standards. Design and approval for micro-credentials follow the same process and procedure as for their full qualifications, with appropriate adaptations. For example, a design template that incorporates micro-credential-specific aspects must be completed and submitted for new micro-credentials for approval through a process that includes the Academic Dean, the Academic Committee and Faculty. The panel notes the intentional adaptation to existing processes for micro-credentials.

Partnering with others to provide micro-credentials will occur at a later date, after gaining internal experience with their micro-credential offerings. In preparation for this, the VET confirmed a mature draft exists for partnership agreements and encourages ETS to avoid making such agreements too complex. The VET is confident the provider will have a clear process that will be fit for purpose when formal agreements are needed.

Quality assurance policies are developed through appropriate structures and processes. The provider explained the process in which the documents are composed through a collaborative

effort initiated by the President of ETS, involving key internal stakeholders such as the Micro-credential Director, the Academic Dean, and representatives from the faculty, registrar, administration, and finance departments. Quality assurance processes for creating policies are in place.

The relationship with external stakeholders is strong, as ETS is a prominent theological education training institute for their church denomination. The policies reflect the needs of the stakeholders and involve them in creating new micro-credentials. The panel heard consistently that the provider's first response to many questions about an implementation of micro-credentials was to first consult what the external stakeholders thought or required. The provider demonstrated that external stakeholders were of significant value not only in their strategic planning but also in their regular operations.

The VET observed that the staff are competent and many of them have been working in their fields for years. As a small team, some processes, and procedures are implemented consistently but were not formally documented. The VET pointed out the need for documentation of QA processes to ensure clarity and compliance.

MCP-1 Summary

The provider has substantially complied with the MCP 1 Standard, which is fully addressed in the Handbook for Micro-credentials, covering all aspects of the ESG 1. Experienced staff and faculty are responsible for implementing these policies. While they have developed a strong intuitive grasp of the processes and procedures, there remains potential for refining formal documentation and these protocols to ensure clarity and consistency.

The VET finds substantial compliance with MCP 1 and suggests one recommendation.

Recommendations

- The VET recommends that ETS further develop MCP policies, processes, guidelines, and procedures as MC delivery starts and first internal reviews are conducted. Special focus should be given to MCP 4: Student admission, progression, recognition, and certification.

Panel Conclusion: Substantial compliance

MCP 2 - Design and approval of micro-credentials

PROVIDERS HAVE FORMAL INSTITUTIONAL PROCESSES FOR THE DESIGN AND APPROVAL OF MICRO-CREDENTIALS

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP-2 design and approval
- Interviews on creation and approval policies
- Hermeneutic Design
- CRM & LMS

- Micro-credential (Policy) Handbook
- Table of educational factly
- NT Book Design

- Website: Faculty Handbook
- The architecture of a course
- MC Course Matrix

Meetings and conversations with:

- President
- Studio Production Manager

- Academic Dean
- Board representatives

- MC Director

Analysis and Assessment:

The design and approval process for ETS's micro-credentials will be the same as their educational components for its full qualifications, which have undergone external review.

Proposing new micro-credentials (MCs) involves several stakeholders. Using the ECTE micro-credential design template, new micro-credentials can be proposed both internally and externally.

The design template includes:

- Information on the learner (learner profile),
- Information on the provider (partnership/collaboration and teachers),
- Information on the micro-credential (title, issuing country, language, subject field(s), subject classification codes, means to verify authenticity, expiration date),
- Information on the learning experience (learning outcomes from the QF-EHEA, EQF, and other outcomes, learning activities, assessment and grading, prior learning recognition option, workload in hours and ECTS), delivery mode, and source and author's materials, access requirements.
- Relevance, stacking and recognition, and quality assurance information.

An individual will fill out the ECTE MC design template, guided by feedback from external stakeholders. This document is then submitted to the MC Director for record-keeping and to the Academic Dean, who approves it for presentation and discussion with the faculty. The MC ultimately receives approval through a faculty vote, ensuring it aligns with the institution's educational objectives and academic standards.

Throughout the process, the Micro-credential Director, Academic Dean, and faculty members will work together to ensure that the micro-credentials meet the institution's standards of quality and academic excellence. The approval process for all micro-credentials, whether new or revised, will follow the same procedures, ensuring consistent quality assurance.

ETS has proven experience in designing learning outcomes for specific qualification levels, as demonstrated by their development of full qualification programmes. Through the SER, Micro-Credential Handbook, and interviews with the Micro-Credential Director and faculty, it demonstrates a clear understanding of how to design learning outcomes aligned with EQF Level 6/QF-EHEA First Cycle descriptors.

To ensure compliance with this standard, the Micro-Credential Director will monitor the outcomes for each micro-credential. Every micro-credential will feature at least one learning outcome that aligns with the QF-EHEA First Cycle outcomes, which emphasise that learners should demonstrate knowledge and in a field of study that builds upon their general secondary education.

ETS designed a micro-credential "Introduction to Biblical Interpretation" using the ECTE design template. This micro-credential includes several learning outcomes that align with the QF-EHEA First Cycle outcomes.

For example, the first learning outcome is to "apply exegetical and hermeneutical processes to biblical interpretation". This develops critical thinking and analytical skills, as learners are able to identify and use data to formulate responses to well-defined, concrete and abstract problems (QF-EHEA First Cycle descriptor: "have demonstrated knowledge and understanding...and can apply their knowledge and understanding in occupational contexts").

The second learning outcome is to "recognise various forms of biblical criticism and hermeneutical approaches, understanding their individual strengths and weaknesses". This emphasises a broad understanding of disciplinary methods (QF-EHEA First Cycle descriptor: "have demonstrated knowledge...that builds upon general secondary education") as well as critical assessment skills (QF-EHEA First Cycle descriptor: "can gather...data...to inform judgements"). By achieving this outcome, learners demonstrate an ability to integrate knowledge from different fields (in this case, biblical studies) into a coherent whole.

As the school is part of a Christian denomination, it is in frequent contact with stakeholders, from some faculty members pastoring, to board representatives and denominational conferences or gatherings they attend. The VET is confident that the provider will meet the needs of external stakeholders in a streamlined fashion without diminished quality in designing micro-credentials.

Outcomes beyond the EQF or QF-EHEA frameworks are incorporated, focusing on areas such as individual growth, spiritual formation, character education, and ministry-focused learning, consistent with its identity as a religious institution. The VET confirms that these outcomes are central to the institution's ethos, evident in its educational philosophy, which includes "knowing", "being," and "doing," which aligns with its micro-credential design:

ETS has a strong connection with its external stakeholders and is committed to meeting their educational and training needs. Many ETS faculty members, being in ministry, understand

specific ministry requirements. This is shown through regular meetings with church representatives and a data-driven approach to course development, which includes surveys and faculty oversight.

ETS has identified diverse learner profiles for which micro-credentials may be provided. The VET notes that the design template includes a brief learner profile to be completed as part of the design process. This learner profile is one quality check mechanism to ensure the learning needs of the student match the learner profile.

MCs will be designed with original materials or will integrate and adapt existing materials from existing programmes/courses.

As a subject-specific educational institution in Christian theology, many outcomes explicitly relate to Christian theology, religion and adjacent disciplines. Outcomes are designed within the EQF level 6 and QF-EHEA descriptors, as well as creating subject-specific outcomes addressing character education, spiritual and personal formation.

A holistic approach for successfully training future church leaders is involved in the academic philosophy. Micro-credentials will be designed with this in mind. The school's philosophy focuses on knowing, being, and doing, which are integrated for academic formation, ministerial training, character education, and spiritual formation.

During the review, school leaders and faculty mentioned that they are aware that holistic integration aspects of theological education are challenging for micro-credentials and online delivery. The short duration of micro-credentials and the fact that students may only take one micro-credential do not provide sufficient time to address holistic aspects. Moreover, online delivery also presents a certain degree of difficulty in addressing formation aspects. ETS intents to use the MC Director as a personal contact and online forums as ways to address this, but recognize that this is not enough and are working on ways to address this.

The VET acknowledges that this is a distinct obstacle that all theological educators will encounter with MC, and encourages the staff and faculty to engage in creative exploration of methods to appropriately address this challenge for the MCs they provide.

MCP-2 Summary

ETS is compliant with this standard as they are developing their online school through micro-credentials, which serve as a structured pathway for online education that balances practical learning outcomes with academic rigour while maintaining adaptability. A data-driven approach guides course development, delivery and discontinuation, incorporating surveys, faculty oversight, and identifying courses and teachers using a gift/need-oriented strategy that aligns with student needs and institutional strengths to ensure relevance. Each micro-credential will feature at least one learning outcome that aligns with the QF-EHEA First Cycle outcome. The Micro-Credential Director will oversee the development of learning outcomes to ensure they meet this standard.

Stakeholder input, particularly from national and international church leaders, shapes MC design and approval. While anchored in its denominational identity, ETS aims to broaden its reach to the business community.

Partnerships with ECTE-accredited schools are being developed based on draft agreements which foster shared delivery and mutual recognition.

The VET finds compliance with MCP 2 and highlights two commendations.

Commendation

- The VET commends ETS' design and development of micro-credentials to this point, including the clear focus on learner and stakeholder needs.

- The VET commends ETS for their continuing focus on developing methods and practices which enable the holistic formation and education of students.

Panel Conclusion: Compliance

MCP 3 - Student-centred learning, teaching and assessment

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

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section MCP 3-Student-centred learning, teaching and assessment
- Interviews on teaching learning and assessment
- Hermeneutic Design
- LMS

- Micro-credential (Policy) Handbook

- Table of educational faculty
- NT Book Design
- Administrative Staff

- Website: Faculty Handbook

- The architecture of a course
- MC Course Matrix
- Course Evaluation form

Meetings with:

- President
- Teaching Faculty

- Academic Dean

- MC Director

Analysis and Assessment:

ETS has identified different profiles of learners that account for traditional learning pathways and also for lifelong learners. To ensure alignment, it uses a micro-credential design template to explicitly define the target audience for each micro-credential. This information will clearly state the micro-credential's official description and displayed on the certificate. The VET confirms that the provider demonstrates a clear understanding of the learner profiles it aims to serve through its micro-credentials.

Micro-credentials are designed for student-centred learning that encourages active participation. An online demonstration of a draft MC showed the VET how diverse teaching and learning approaches will be employed. For instance, learning activities were broken down into smaller parts and videos could only last up to 15 minutes. Students will also provide feedback after every MC. The VET affirms that the online teaching methodologies are designed to minimize cognitive overload and promote self-directed learning, practical application, and critical thinking.

ETS employs a wide range of teaching and learning strategies that supports diversity of learning.

The micro-credential offerings serve as the institution's online education initiative, incorporating hybrid delivery modes. Following a demonstration, the VET panel determined their Learning Management System (LMS) to be a modern, user-friendly, and effective online learning platform. The classrooms for in-person sessions are well furnished and equipped with modern technology.

Teaching methods emphasise active learning through modular activities, concise videos, and feedback loops, supported by hybrid delivery via their LMS and modern classrooms.

Online delivery meets legal standards with contingency plans in place. Adequate staffing and a suitable learning environment align with programme goals, and faculty and staff strive to foster holistic online integration.

The provider uses constructive alignment, or backwards planning, to ensure the learning outcomes are aligned and linked to learning activities and learning assessments. The SER and additional documents demonstrated understanding of the theory and application of this through its MC Handbook and two examples of MCs that included written learning outcomes, assignments, and assessments. The VET is assured that student learning assessments demonstrate achievement of the intended learning outcomes.

ETS has clear mechanisms already in place regarding formal, written complaints and appeals procedure. Complaints related to assessment of assignments follow a hierarchical structure, beginning with the instructor and following tiers including the program director, academic dean, and ultimately the principal. ETS plans to introduce an impartial third-party role to oversee appeals, ensuring fairness and transparency. There are also preliminary discussions on how online students can raise complaints through student representation (SR).

After reviewing the online course feedback survey, the VET can confirm that this will provide an opportunity for course feedback specifically and any complaints in general via each micro-credential for students.

The assessment framework for micro-credentials at ETS aligns with that of its existing programmes, ensuring fairness, consistency, and procedural clarity. It incorporates varied evaluation methods (minimum two per course), tied to learning outcomes outlined in the syllabi, alongside timely grading deadlines and clear policies against academic misconduct.

Although the ETS's approach to holistic evaluation is not yet formally documented, it is guided by their core philosophy of "knowing, being, and doing". The VET affirms they are intentionally focusing on developing practical applications and encouraging self-reflection. During this visit, the faculty, and leadership of the school shared how they often discuss better ways to assess student formation. The VET encourages them to continue these discussions as they determine how to effectively and realistically design, assess and evaluate these aspects as they relate to micro-credentials.

MCP-3 Summary

ETS demonstrates substantial compliance with the MCP 3 standard, employing diverse teaching methods to support varied learners and using a hybrid model with the modern platform. Its well-equipped classrooms and online platform, coupled with internal QA processes, ensure adherence to legal and technological requirements. ETS maintains transparency, contingency plans, and adequate staff to support online delivery, alongside digital resources, positioning it to deliver effective online education.

The VET finds substantial compliance with MCP 3, highlights one commendation and suggests one recommendation.

Commendation

- The VET commends ETS for demonstrating a deeply ingrained student-centred approach that permeates every level of the organisation, from board members to faculty and staff. The consistent emphasis on meeting the needs of students and their stakeholders is notable. ETS is enthusiastic about leveraging micro-credentials (MCs) to further enhance and make explicit their student-focused mindset, particularly as they design and deliver MCs.

Recommendation

- The VET recommends that ETS continue developing its assessment framework to ensure that MC students can demonstrate learning outcomes aligned with its "knowing, being, and doing" philosophy, especially considering the online delivery mode. Additionally, that ETS continue to document how they develop evaluation and feedback mechanisms as MCs are delivered and evaluated.

Panel Conclusion: Substantial compliance

MCP 4 - Student admission, progression, recognition and certification

PROVIDERS FORMULATE AND IMPLEMENT SUITABLE POLICIES FOR THE MICRO-CREDENTIAL STUDENT "LIFE CYCLE" THAT INCLUDES ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP 4- Student admission, progression, recognition, and certification
- Interviews on development and implementation of IQA policies
- Micro-credential (Policy) Handbook
- Content Relationship Management (CRM) platform
- Website: Admissions
- Website: English Handbooks/ETS Quality Assurance: Code of Practice

Meetings with:

- President
- Front Office/Registrar Representative
- Administration Staff
- MC Director

Analysis and Assessment:

ETS is implementing flexible and transparent policies for admissions for their current programmes that will also be used to deliver micro-credentials. While foundational work (e.g., Recognition of Prior Learning (RPL) practices, infrastructure, and process design) is underway, finalising and documenting these policies would ensure transparency and efficiency. The VET encourages these processes to be documented and publicly accessible as soon as possible, but no later than the first MC being delivered.

The policies are designed to accommodate learners from varied fields and experiences. Policies are documented in the Micro-credential Handbook. During the review process, faculty, staff, and leadership emphasised their desire for the micro-credential programme to expand opportunities for lifelong learners.

Admission policies are in the Micro-credential Handbook and will be on the new micro-credential website. The admission policies for micro-credentials are derived from the institution's existing academic programmes and have been adapted for micro-credential studies.

ETS is designing and communicating flexible, stackable pathways for micro-credentials, ensuring learners understand how these credentials contribute to their academic and career goals. This is achieved through documented policies, website resources, and direct engagement with students during the admissions process with the Micro-Credential Director. These pathways align with their current EQF Level 6 qualification, and detailed information will be available on their website. The VET affirms the steps being taken and encourages ETS to publish this information to ensure clarity and transparency by the time the first micro-credential is offered.

ETS is developing, implementing, and clearly communicating recognition pathways for micro-credentials. These pathways can either involve stacking MCs into the EQF Level 6 programme or RPL towards earning an MC. Although policies exist to acknowledge prior academic, professional, and informal learning, the procedures and communication strategies need to be formalised and consistently applied to ensure clarity and accessibility.

The SER stated that the ETS's certificate will be made available to learners in either paper or in digital PDF format. A micro-credential certificate will include data:

- such as information on the learner,
- the provider, the micro-credential (title, country earned, language/assessment, subject fields, subject classification codes, authenticity verification, and expiration date if relevant),
- learning experience (including learning outcomes mapped onto the QF-EHEA/EQF, workload in hours and ECTS),
- on the level (including EQF-EHEA and EQF level, ISCED level and subject area code, ICETE Qualification Compatibility),
- form of participation in the learning activity and delivery mode,
- source and authors of learning materials,
- access requirements,
- relevance,
- stacking and recognition,
- quality assurance and
- signature of the provider.

ETS intends to introduce other types of digital certification in the future as the program expands, they do not expect this transition to take place during the initial rollout phase.

MCP-4 Summary

The flexible and adaptable nature of MCs requires a streamlined admission process. This has led ETS to develop a separate admission, registration, and certification process from the established one serving full qualifications. ETS will finalise policies for admissions and the recognition of prior learning towards the launch of the first MC. The teaching staff are considering various, exciting and novel options for allowing progression, stackability and development through the various MCs they will offer and will continue to develop.

The VET finds substantial compliance with MCP 4 and suggests one recommendation.

Recommendation

The VET recommends that ETS finalise written policies and procedures for admission and recognition of prior learning and clear guidelines for stackability by the time a first MC is delivered. A version of this should be made available on the website, whether in a document form, via the registration form, on the course web pages or similar.

Panel Conclusion: Substantial-compliance

MCP 5 - Educational Staff

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP 5 Educational staff Table of educational faculty
- Micro-credential (Policy) Handbook
- ICETE Academy website
- Website: Faculty

Meetings with:

- President
- Teaching Faculty
- Academic Dean
- MC Director

Analysis and Assessment:

ETS has carefully considered the academic standards of its micro-credentials at EQF Level 6. To ensure qualification adequacy, micro-credentials are either taught by faculty with qualifications one level above or are supervised by a higher-level academic when necessary. The VET confirmed compliance by reviewing faculty credentials against the proposed micro-credentials and their EQF Level classifications.

The institution is committed to faculty development for the micro-credential programme. For example, three staff members participated in an ECTE micro-credential orientation in Albania and later shared their findings with the faculty. A dedicated MC committee has been established to oversee continuous program improvement.

To ensure external lecturers are prepared to deliver micro-credentials online, the provider clearly communicates course delivery methods and provides technical assistance for those less familiar with digital communication and learning platforms.

ETS encourages participation in ICETE Academy courses on MC design and implementation. Resources from ECTE and ICETE are intentionally shared to provide staff and faculty support.

For permanent, occasional, and one-time staff, the provider leverages its networks (e.g., churches, ministries, academic partners) to identify candidates, ensuring expertise through reviews by the Academic Dean and faculty. During the review, the VET learned that, in the beginning stages, current faculty will be micro-credential teachers and are selected through a structured, gift/need-oriented process. Decisions are grounded in documented procedures, interviews, and alignment of qualifications to the micro-credentials EQF level. The same process will be used for selecting teachers who will be teaching one-time delivery micro-credentials.

The institution provides a supportive environment through workload adjustments, collaborative practices, and access to resources. It also prioritises professional development via training, conferences, and in-house initiatives, ensuring staff can adapt to evolving educational demands. For example, they recognise staff workload constraints and plan to hire an administrative assistant for the micro-credential programme to reduce workloads. Staff receive specific

in-house training as new programs (e.g., MCs) develop, ensuring alignment with new and evolving standards.

MCP-5 Summary

ETS has demonstrated institutional commitment to its educational staff through transparent recruitment processes for both permanent and temporary instructors, as well as by providing professional development opportunities through the ICETE Academy and other specific areas of training. The institution fosters a supportive environment by implementing workload adjustments, including hiring administrative support, and promoting collaborative practices among staff.

The VET finds compliance with MCP 5.

Panel Conclusion: Compliance

MCP 6 - Learning resources and student support

PROVIDERS HAVE APPROPRIATE FUNDING FOR LEARNING AND TEACHING ACTIVITIES RELATED TO MICRO-CREDENTIALS.

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP 6- Learning resources and student support
- Interviews on development and implementation of IQA policies
- Micro-credential (Policy) Handbook
- Website

Meetings with:

- MC Director
- Studio Production Manager
- Administration and Financial Staff
- President
- Front Office/Registrar Representative
- Academic Dean

Analysis and Assessment:

The provider has demonstrated a strong institutional commitment to the development and sustainability of MCs by allocating a substantial budget line item for the upcoming fiscal year. This financial investment reflects clear support from the Board and ensures that the necessary resources are available for teaching and learning activities in the micro-credential offerings.

Micro-credential students will have access to appropriate learning resources and support services, tailored to their chosen delivery mode. On-campus students can utilise the physical library facilities, while online students will have access to digital library resources by the time the first Micro-credential is offered, although no specific timeline has been developed.

Student support services for the micro-credential programme are rooted in the institution's established processes for existing programs and plans for ongoing improvements. For example, plans and budget have been approved to hire an additional administrative staff person to assist in the additional support services needed to provide for off-site learners.

School leadership acknowledged the uncertainties regarding growth but expressed confidence that the approved budget and the addition of an administrative assistant provide sufficient preparation. The VET affirms that the leadership's approach is viable and designed to scale if the micro-credential offerings experience rapid growth.

The administrative systems and staffing required to support micro-credential learners are currently in place. Competent staff manage processes intuitively, ensuring support via in-person, phone, and email channels. To enhance clarity for off-site students once micro-credentials are delivered, processes need to be documented and communicated, ensuring consistent accessibility and transparency across all delivery modes. The flexible

application process features user-friendly online forms and accommodate last-minute enrolments which the CRM will streamline these operations.

ETS has addressed technical and administrative aspects of infrastructure, including data protection and server management, in depth. They also recognise the importance of aligning technological systems with student support and teaching needs, reflecting a holistic understanding of operational and pedagogical requirements.

On-Campus Facilities:

ETS provides modern classrooms equipped with multimedia tools (e.g., multitouch smart boards), a library with 25,000 print resources, chapels, and study areas.

Remote/Online Delivery:

For online delivery, a modern LMS is used as its virtual learning environment (VLE), offering structured course materials, video lectures (recorded in ETS studios or classrooms), forums for student-instructor interaction, and digital workbooks. Exams are conducted via video platforms. Administrative support is provided through Odoo for student records and billing, and can be adapted for micro-credential tuition and fees.

MCP-6 Summary

The European Theological Seminary meets MCP 6 standards through dedicated funding for micro-credentials, modern on-campus facilities (classrooms, libraries), and digital LMS for course delivery, supported by GDPR-compliant systems, server redundancy and server backups. Student support includes flexible admissions, multichannel staff access, and planned hiring for off-site learners' support. Areas for improvement include finalising digital resource access (e.g., library system integration) and improving documentation for remote learners. While minor adjustments are needed, ETS's systems are scalable and proactive planning aligns with MCP 6 requirements.

The VET finds substantial compliance with MCP 6 and highlights one commendation and suggests one recommendation.

Commendation

- The VET commends ETS for its strong institutional commitment to funding the MC initiative, as evidenced by a dedicated budget.

Recommendation

- The VET recommends that ETS provide access to digital library resources for MC students and develop a structured plan for off-site learners' support services by the time the first micro-credential is delivered.

Panel Conclusion: Substantial compliance

MCP 7 - Information management

PROVIDERS HAVE SYSTEMS AND POLICIES TO ANALYSE AND USE RELEVANT DATA FOR THE EFFECTIVE MANAGEMENT OF MICRO-CREDENTIALS.

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP-7- Information management
- Interviews on development and implementation of IQA policies

- Micro-credential (Policy) Handbook

- CRM & LMS

- Website

- MC Course Matrix

Meetings with:

- President
- Administration and Financial Staff
- Studio Production Manager

- Academic Dean
- Front Office/Registrar Representative

- MC Director
-

Analysis and Assessment:

The Handbook to Micro-credentials has policies in place to analyse relevant data to monitor and evaluate the micro-credential programme.

ETS has a robust and flexible information management system, that can be adapted to the short cycle of micro-credentials and can easily be integrated into the current internal quality system.

Feedback forms are connected to the information management system that provides enough technology to process assessment data.

In preparation for offering MCs, ETS has created placeholders for data to analyse. For example, the MC Course Matrix contains data placeholders for micro-credential design and delivery trends, delivery modes, new micro-credentials, duration, and retiring micro-credentials.

Systems are in place to collect and analyse data on student progression, success rates, dropout rates, and program relevance. The VET encourages ongoing tracking of alumni as MC delivery evolves to ensure sustained quality and alignment with learner needs.

IT and Compliance:

Online delivery adheres to GDPR standards for privacy and security. A backup system is documented and stored across three geographically distinct private servers, ensuring server redundancy and data resilience. Rented servers located in Frankfurt, that host its digital platforms, supporting 500–1,000 concurrent user accesses, demonstrating scalability for educational workflows.

MCP-7 Summary

ETS has a comprehensive and fit-for-purpose IT system and team. Making use of existing tools while researching & using new ones for new activities for the online MC offerings program, such as ID checks and registration, has been well thought through. Data protection, system backups, and server safeguards mean that both online learning resources and student records will be accessible and retrievable in the event of technical difficulties.

The VET finds compliance with MCP 7 and highlights one commendation.

Commendation

- The VET commends ETS on their well-designed and robust systems for both teaching delivery and student record keeping, registration etc.

Panel Conclusion: Compliance

MCP 8 - Public information

PROVIDERS PUBLISH INFORMATION ABOUT MICRO-CREDENTIALS WITHIN AN OVERALL LIFELONG-LEARNING STRATEGY WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP 8 Public information
- Micro-credential (Policy) Handbook
- Website

Meetings with:

- President
- Front Office/Registrar Representative
- Administration
- MC Director

Analysis and Assessment:

ETS will develop a new website that will serve as a central hub for:

- Public information about ETS's micro-credential offerings
- Admissions and registration information, including online forms

Once the website is live, each MC will have a page that includes the following information:

- Nature and content,
- Outcomes,
- Access criteria,
- Nature of qualification,
- Delivery mode,
- Teaching and learning procedures,
- Possibilities of recognition of prior learning,
- Stacking opportunities,
- Academic progression options,
- Assessment procedures,
- Certification options,
- graduate employment information,
- Quality assurance of MC,
- Prerequisites.

ETS is committed to providing clear and accessible information about its micro-credential offerings, ensuring that applicants gain a comprehensive understanding of MCs before enrolling. However, at the time of the review, no public information about micro-credentials was posted on its website.

The VET acknowledges that ETS has demonstrated established competence in providing public access to information for its other programmes. The VET notes that ETS intends to replicate the MC Handbook on the new MC website, which would be a positive step towards providing learners with the necessary information to make informed decisions about their education.

The SER shows that ETS is designing information on MCs as life-long learning opportunities specifically tailored for potential students who cannot pursue full-time studies due to work, family, and ministry commitments.

ETS has established a professional network within its existing external stakeholder connections to support recognition of its micro-credentials. Belonging to a Christian denomination, ETS

credentials earned via MCs will carry weight as graduates seek to serve in local churches in lay functions. According to internal and external stakeholders, ETS has desired to effectively deliver the benefits of distance education for several years, and there is now a sense of excitement and anticipation among stakeholders about the potential of micro-credentials to achieve these outcomes.

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MCP-8 Summary

The information available on the website for the existing EQF Level 6 programme, current courses and related items is comprehensive and clear. At the time of the review, ETS had not delivered any micro-credentials. There was no current or easily accessible public information about their approach to integrating micro-credentials into a lifelong learning strategy. Also, there were no draft plans or implementation dates indicating when this might occur. Although some relevant information exists in ETS's MCP Handbook, it remains non-public.

The VET finds compliance with MCP 8.

Panel Conclusion: Compliance

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MCP 9 - On-going monitoring and periodic review of programmes

PROVIDERS MONITOR AND PERIODICALLY REVIEW AND EVALUATE THE QUALITY OF MICRO-CREDENTIALS

Evidence of Compliance:

MCP-SER and supplemental information:

- MCP-SER section – MCP 9 Ongoing monitoring and periodic review of programmes
- CRM & LMS
- Micro-credential (Policy) Handbook
- MC Course Matrix
- Module Evaluation forms

Meetings with:

- President
- Administration and Financial Staff
- Studio Production Manager
- Academic Dean
- Front Office/Registrar Representative
- Board Members
- MC Director
- Teaching Faculty
- Church leaders

Analysis and Assessment:

Monitoring and periodic reviews of micro-credentials will be included in ETS's overall quality assurance of courses and programmes.

Internal stakeholders including the Academic Dean, President, and faculty review and monitor courses, programmes, and micro-credentials once they are being offered. External partners and stakeholders will also be included in the cyclical review of micro-credentials based on the preliminary document that outlines partnership agreements. The internal stakeholders maintain open lines of communication beyond formal meetings, allowing for informal discussions and adjustments to be made as needed.

The VET confirms that ETS already has documents drafted that will be used for reviewing and monitoring micro-credentials. For example, an evaluation for teacher and micro-credential design and delivery and also a "micro-credential" matrix that will keep track of, delivery trends, delivery modes, and new MCs, duration, and retiring micro-credentials.

The launch of their micro-credential offerings intends to be agile, as they are starting with a small number. While there are no specific criteria for micro-credential retirement, based on the current practices and processes, the VET is confident as ETS gains experience, these will be in place by the next review.

The monitoring and review process is straightforward, allowing the processes to be carried out efficiently. The current evaluation forms allow for an assessment of the design and fitness-for-purpose of MCs, clearly identifying aspects for improvement.

MCP-9 Summary

Quality control plans are in place for the ongoing review, development, and monitoring of micro-credentials. Their current model of review via student feedback forms, faculty meetings, conversations within the wider staff team and ongoing dialogue with stakeholders is adaptable to MC reviews. It is clear that student feedback of all kinds is encouraged, indeed welcomed, and acted upon as needed.

The VET finds compliance with MCP 9.

Panel Conclusion: Compliance

MCP 10 - Cyclical external quality assurance

PROVIDERS UNDERGO REGULAR EXTERNAL QUALITY ASSURANCE (EQA) OF THEIR MICRO-CREDENTIALLING ACTIVITIES ON A CYCLICAL BASIS MCP-SER and supplemental information:

- MCP-SER section – MCP 10 Cyclical external quality assurance
- Micro-credential (Policy) Handbook

Meetings with:

- President
- Academic Dean
- MC Director

Analysis and Assessment:

ETS intends to undergo regular external quality assurance of their micro-credentialing activities on a cyclical basis (every five years).

ETS will submit an annual report to the ECTE which includes overall changes as well as new and retired micro- credentials.

The provider plans to substantiate that all micro-credentials they offer that bear the ECTE MCP label have undergone the internal quality assurance procedures described in the ECTE MCP 1 "Policies for Quality Assurance" (mirroring ESG 1).

MCP-10 Summary

The European Theological Seminary welcomes the standard external cyclical review process as a micro-credential provider and is committed to submitting annual reports detailing program developments, improvements, and procedural changes to ensure ongoing transparency and quality assurance.

The VET finds compliance with MCP 10.

Panel Conclusion: Compliance

E. Conclusions

Summary of commendations

1. **Relating to standard MCP 2:** The VET commends ETS' design and development of micro-credentials to this point, including the clear focus on learner and stakeholder needs.
2. **Relating to standard MCP 2:** The VET commends ETS for their continuing focus on developing methods and practices which enable the holistic formation and education of students.
3. **Relating to standard MCP 3:** The VET commends ETS for demonstrating a deeply ingrained student-centred approach that permeates every level of the organisation, from board members to faculty and staff. The consistent emphasis on meeting the needs of students and their stakeholders is notable. ETS is enthusiastic about leveraging micro-credentials (MCs) to further enhance and make explicit their student-focused mindset, particularly as they design and deliver MCs.
4. **Relating to standard MCP 6:** The VET commends ETS for its strong institutional commitment to funding the MC initiative, as evidenced by a dedicated budget.
5. **Relating to standard MCP 7:** The VET commends ETS on their well-designed and robust systems for both teaching delivery and student record keeping, registration etc.

Summary of recommendations

1. **Relating to standard MCP 1:** The VET recommends that ETS further develop MCP policies, processes, guidelines, and procedures as MC delivery starts and first internal reviews are conducted. Special focus should be given to MCP 4: Student admission, progression, recognition, and certification.
2. **Relating to standard MCP 3:** The VET recommends that ETS continue developing its assessment framework to ensure that MC students can demonstrate learning outcomes aligned with its "knowing, being, and doing" philosophy, especially considering the online delivery mode. Additionally, that ETS continue to document how they develop evaluation and feedback mechanisms as MCs are delivered and evaluated.
3. **Relating to standard MCP 4:** The VET recommends that ETS finalise written policies and procedures for admission and recognition of prior learning and clear guidelines for stackability by the time a first MC is delivered. A version of this should be made available on the website, whether in a document form, via the registration form, on the course web pages or similar.
4. **Relating to standard MCP 6:** The VET recommends that ETS provide access to digital library resources for MC students and develop a structured plan for off-site learners' support services by the time the first micro-credential is delivered.

In conclusion

The visitation team recommends to the ECTE Accreditation Commission that the European Theological Seminary e.V. be granted MCP accreditation based on substantial compliance with the *Micro-credential Provider Standards and Guidelines* of the ECTE Recommendations confirmed by the AC will be monitored through the annual reporting processes of ECTE.

The visitation team would like to record their gratitude to the European Theological Seminary e.V. staff for a warm welcome and constant helpful interaction with the team throughout the process. It was truly a meeting of colleagues, in the process from which we in the team learnt much and greatly appreciated the staff and leadership of the European Theological Seminary e.V. for their excellence and commitment in following their calling.

In producing this report, all those involved as peer experts have been free from undue influence on the findings, analysis, conclusions, commendations, and suggested recommendations.

The visitation team:

Signed:

Dr. Eric McCauley (Team Leader, Review Secretary)

Greta Pina (Team Member, Student Representative)

James Lockwood (Team Member)

Dr. Matteo Ricciardi (Team Member)

April 14th 2025

APPENDICES

A: Review Schedule

Day 1: Monday, February 10

9:15	**VET daily briefing**
10:00	**01 Introductory meeting with Senior Leadership Team** – President of ETS – MC Director – Academic Dean
11:00	**02 Learning Resources, Library/Online** – MC Director – Administration – Studio Production Manager
12:00	**03 Administrative Staff** – Front Office – Finances Representative – Administration – MC Director
13:00	**VET daily debrief**

Day 2: Tuesday, February 11

9:15	**Team Briefing for the Day**
10:00	**04 Teaching Faculty and Educational Staff** **President** – MC Director – Academic Dean – Old Testament Studies Faculty
11:00	**05 Policy and IQA** – MC Director – Administration, Finances Rep. – President of ETS – Academic Dean
12:00	**06 MC Director and school leaders** – President of ETS – MC Director
13:00	**VET daily debrief:**
15:00	**07 Board Members** – MC Director – Pastor – Chairman – President of ETS

Day 3: Wednesday, February 12

10:00	**VET work together on writing conclusions**
11:00	**VET Finalising Report (commendations, recommendations, requirements)**
12:00	**08 Sharing Conclusions with leadership team** – President of ETS – MC Director – Academic Dean

B. Mapping Standards with the Schedule

MCP= Micro-credential Provider Standard [The MCP standards mirror the ESG 1 standards]
MCP-OE = Micro-credential Provider-Online Education Standards

ETS-Kniebis Review 10.-12. February 2025	Meeting number	1 Introductions	2 Learning Resources /Online	3 Staff: Administration	4 Staff: Teachers and educational	5 Policies	6 MC Director and School leaders	7 Board Members	8 Conclusions
		EM	JL + MR	GP+EM	GP+MR	JL+EM	Everyone	EM,GP,JL	
Policies & QA	MCP 1		x			x			
Deisgn & Approval	MCP 2						x		
Student centred learning, teaching & assessment	MCP 3				x				
Admission, progress, recog & certif	MCP 4			x					
Educational staff	MCP 5				x				
Learning resouces & stud. support	MCP 6			x					
Info management	MCP 7		x	x					
Public information	MCP 8			x					
On-going monitoring & perodic review	MCP 9			x			x		
Cyclical external QA	MCP 10						x		
Security & privacy	MCP-OE1		x			x			
Public information	MCP-OE2		x	x					
Contingency plans	MCP-OE3		x						
Staffing	MCP-OE4				x				
Communication	MCP-OE5			x		x			
Student services	MCP-OE6		x	x					
Technology & Virtual learning environments	MCP-OE7			x					
Resources	MCP-OE8			x		x			
Holistic learning	MCP-OE9		x		x		x		
Learning design	MCP-OE10		x		x				

Addendum #1

Summary

This is the first review of a Micro-credential Provider performed by ECTE.

The site visit (February 10-12, 2025) was conducted under the MCP-SG December 2024 version, which has been refined and developed further in the meantime, leading to more clarity and stringency in the assessment of compliance. Following this, relevant aspects of the revised MCP-SG April 2025 are the basis for adjusting some initial suggested recommendations by the Visitation Evaluation Team (VET) and for three suggested requirements as outlined below.

The changes were discussed with the VET-panel who support these measures as part of the overall MCP review of ETS. The changes were also discussed with the Internal Review Coordinator of ETS, providing rationale and explanation, especially for the suggested requirements.

For the sake of transparency, this addendum in the Review Report documents these adjustments post-site-visit and provides an updated assessment of the provider's alignment with the refined Standards for deliberation by the ECTE Accreditation Commission.

MCP 2— Design and approval of micro-credentials

While the VET is satisfied with the institution's design and approval process for micro-credentials, the mapping of micro-credentials to the corresponding QF-EHEA outcomes has not yet been documented.

Requirement

- The VET suggests a requirement that ETS design a micro-credential (curriculum) map that specifies at least one micro-credential along with corresponding QF-EHEA and other outcomes.

Panel Conclusion: Change from Compliance to Non-compliance

MCP 4 — Student admission, progression, recognition and certification

Additional Recommendation

- While ETS intends to introduce digital certification as its MC offerings expand, the VET recommends that ETS now establish a timeline for feasible solutions for a digital ID check and for issuing secure, portable, and transferable digital certificates to learners upon completion of a micro-credential. This ensures that they can easily verify and showcase their achievements.

While the technology and systems are in place to issue micro-credential certificates, the VET did not see a template for a certificate, digital or physical.

Requirement

- The VET suggests a requirement that ETS submit a micro-credential certificate template and one example according to the standard format.

Panel Conclusion: Change from substantial compliance to non-compliance

MCP 8 — Public information

To ensure compliance with this MCP standard, drafts for all relevant public information and how/when this will be made publicly available, need to be submitted.

Requirement

The VET suggests that ETS be required to submit drafts of micro-credential information and establish a timeline for publication, including:

- Micro-credential offerings, including integration into a lifelong learning strategy
- Admissions and registration information, including online forms

Panel Conclusion: Change compliance to Non-compliance

MCP 10 - Cyclical external quality assurance

ETS will submit an integrative MCP compliance report following a complete cycle of delivery of at least three micro-credentials that provides evidence of implementation of policies, procedures, and plans outlined in the initial review.

In subsequent years, ETS will submit an annual report to the ECTE which includes overall changes as well as new and retired micro-credentials.

Panel Conclusion: Compliance (no change in conclusion)

ADDENDUM #2 FINALISED CONCLUSIONS

Summary of commendations

1. **Relating to standard MCP 2:** The VET commends ETS for the design and development of micro-credentials to this point, including the clear focus on learner and stakeholder needs.
2. **Relating to standard MCP 2:** The VET commends ETS for its continuing focus on developing methods and practices which enable the holistic formation and education of students.
3. **Relating to standard MCP 3:** The VET commends ETS for demonstrating a deeply ingrained student-centred approach that permeates every level of the organisation, from board members to faculty and staff. The consistent emphasis on meeting the needs of students and their stakeholders is notable. ETS is enthusiastic about leveraging micro-credentials (MCs) to further enhance and make explicit their student-focused mindset, particularly as they design and deliver MCs.
4. **Relating to standard MCP 6:** The VET commends ETS for its strong institutional commitment to funding the MC initiative, as evidenced by a dedicated budget.
5. **Relating to standard MCP 7:** The VET commends ETS on its well-designed and robust systems for both teaching delivery and student record keeping, registration etc.

Updated summary of recommendations

1. **Relating to standard MCP 1:** The VET recommends that ETS further develop MCP policies, processes, guidelines, and procedures as MC delivery starts and first internal reviews are conducted. Special focus should be given to MCP 4: Student admission, progression, recognition, and certification.
2. **Relating to standard MCP 3:** The VET recommends that ETS continue developing its assessment framework to ensure that MC students can demonstrate learning outcomes aligned with its "knowing, being, and doing" philosophy, especially considering the online delivery mode. Additionally, that ETS continue to document how they develop evaluation and feedback mechanisms as MCs are delivered and evaluated.
3. **Relating to standard MCP 4:** The VET recommends that ETS finalise written policies and procedures for admission and recognition of prior learning and clear guidelines for stackability by the time a first MC is delivered. A version of this should be made available on the website, whether in a document form, via the registration form, on the course web pages or similar.
4. **(Updated) Relating to standard MCP 4:** While ETS intends to introduce digital certification as its MC offerings expand, the VET recommends that ETS now establish a timeline for feasible solutions for a digital ID check and for issuing secure, portable, and transferable digital certificates to learners upon completion of a micro-credential. This ensures that they can easily verify and showcase their achievements.
5. **Relating to standard MCP 6:** The VET recommends that ETS provide access to digital library resources for MC students and develop a structured plan for off-site learners' support services by the time the first micro-credential is delivered.

Updated summary of requirements

1. **(Updated) Relating to standard MCP 2:** The VET suggests a requirement that ETS design a micro-credential (curriculum) map that specifies at least one micro-credential along with corresponding QF-EHEA and other outcomes.
2. **(Updated) Relating to standard MCP 4:** The VET suggests a requirement that ETS submit a micro-credential certificate template and one example according to the standard format.
3. **(Updated) Relating to standard MCP 8:** The VET suggests that ETS be required to submit drafts of micro-credential information and establish a timeline for publication, including:
    *   Micro-credential offerings, including integration into a lifelong learning strategy
    *   Admissions and registration information, including online forms

In producing this addendum, all those involved as peer experts have been free from undue influence on the findings, analysis, conclusions, commendations, and suggested recommendations.

The visitation team:

Signed:

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