

HANDBOOK

FOR THE

MICRO- CREDENTIAL PROGRAM

A NEW APPROACH TO EDUCATION
THAT STRIVES FOR EXCELLENCE.

MARCH 2025



**EUROPEAN
THEOLOGICAL
SEMINARY**

HANDBOOK FOR THE MICRO-CREDENTIAL PROGRAM AT THE EUROPEAN THEOLOGICAL SEMINARY

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1. GENERAL QUALITY ASSURANCE

The following section outlines the quality assurance policies that are formally established and practically implemented.

i. **Structure of ETS's Internal Quality Assurance**

The European Theological Seminary provides study programs at undergraduate level and, in cooperation with Lee University, two master's degree programs that are accredited in Germany. Graduates work in both the private and public sectors, where they are employed by churches, denominations, and missionary societies. The various study programs are fit for purpose and meet society's need for graduates who are ready for the labor market, with competences based on up-to-date theoretical and practical knowledge.

This document describes the ETS key quality assurance policies. The quality assurance policy outlines, among other things, how the faculty defines the concept of quality and how the concept is interpreted and applied. There is a commitment to developing a culture in which quality and quality assurance are recognized as vital to the future of ETS and its learning environment.

ETS has a set of processes in place to ensure that quality will be experienced consistently in all aspects of the seminary's operations, with the aim of continuous improvement and increasing standards. The seminary is committed to quality improvements that are learner focused with a positive impact on the learner experience. This will be reflected in the quality of teaching, learning, grading and assessment, the living and learning environment, and the services and operations of the seminary.

The faculty and staff, in conjunction with the student body, ensure that the ETS mission statement is accurately represented in the curriculum, the program profile, and the learning outcomes; these, in turn, reflect the courses' academic and research development, as well as the needs of the internal and external stakeholders by pursuing an effective internal quality assurance system for the study programs.

External quality assurance provides proof that the education offered is of a quality to satisfy the stringent examinations of external assessors, such as accreditation agencies, government departments, denominations, and school boards. Planned and systematic documentation is in place to support this and to ensure that the education offered is of a

quality to satisfy the expected and given requirements of the external stakeholders. ETS will produce graduates that are equipped and skilled to serve the current needs in the Christian church and society.

Objectives for the quality assurance policy at ETS

The quality assurance policy for teaching and the education area is expressed in a number of objectives for the study programs:

- Graduates are educated to a high international level.
- Research and writing are required at the appropriate academic level.
- A quality culture is maintained and developed in which everyone – students, staff, and management – continuously works to improve.
- Relevant academic content and appropriate planning is ensured so that courses may be completed in the prescribed time.
- ETS maintains close dialogue with employers – notably churches and denominations – to ensure relevant application.
- The learning environment is both effective and motivating.
- There will be ongoing development of course content, learning outcomes, and competency goals, which will comply both with accreditation requirements and with national and international legislation.
- Quality assurance will be reflected in the faculty's internal guidelines; and management, lecturers, and students all exert influence on the process.
- This policy is applicable to on-campus courses or those offered as online courses or micro-credentials.

The concept of quality

Assuring the quality of learning is the principal objective of quality assurance for an educational institution. Evaluation processes and self-assessment procedures are in place to ensure this objective is met.

The internal quality assurance policy at ETS is based on two interpretations of the concept of quality: process quality and learning quality.

Process quality

Processes and procedures assure the quality of the programs and ensure that they are run properly and comply with current laws and regulations. Good quality processes

enable a structured and systematic operation, assuring the quality of teaching with the fewest possible administrative errors. It also ensures that teachers and administrators comply with the guidelines for achieving the targets set by the program coordinators.

Learning quality

The quality of learning is often impacted by the relationship between the teacher and the student; personality and educational professionalism on the one hand, motivation and intellectual ability on the other. Good and bad teaching and learning experiences are identified largely through student evaluations. Using the evaluation forms, students indicate the degree of fulfillment of the learning outcomes, which should also be observed in the testing procedures and examinations.

The education seeks to focus on the students and is learning centered, with a good study environment that helps engage and motivate students, and with ongoing in-service training for the lecturers. The learners are the internal stakeholders, and the goals are to enhance learner outcomes and to improve the interface between the student and lecturer. The emphasis is the transformation of the learners by adding value to their capability and empowering them.

This approach stresses synergy at the learning interface, encouraged by a collegial culture where responsibility for the learning experience is shared by student and teacher alike and promoted by the senior management. Elected class speakers represent the views of their classmates to the faculty. An open office culture exists, where students may have access to the lecturers to improve the interface and encourage a verbal interchange. The faculty are committed to being accessible via telephone, email, or Moodle to all off-campus students who may not be able to visit the office in person. Such approaches are intended to see improvements in empowerment, enthusiasm, expertise, and excellence. Students see themselves as being an integral part of the learning process; the evaluative processes will be formative in nature and consequently more likely to lead to quality improvements.

Quality culture

ETS expects lecturers, students, and administrative staff to take personal responsibility for ensuring that the learning experience is of the highest quality. Specific quality assurance responsibilities are described in the job descriptions. The content and organization of the teaching are designed to inspire critical thinking, while course evaluations and involvement in education policy serve to encourage students to play an active role in quality assurance.

Each individual engaged in the learning process has a personal responsibility and a duty to make a positive contribution, so that the quality culture is maintained and the faculty's teaching and study programs meet the prescribed standards at all times.

The elements of the quality assurance system

The elements of the quality assurance system reflect the European standards, as articulated in the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015*. / *Standards und Leitlinien für die Qualitätssicherung in Europäischen Hochschulraum (ESG) Beiträge zur Hochschulpolitik 3/2015*.

The quality assurance procedures and guidelines are not advisory. They must be complied with as formulated. The descriptions of functions and procedures clearly outline the quality assurance roles and responsibilities of the various individuals, committees, and boards in the faculty.

Quality assurance is planned according to the annual cycle for the individual procedures.

Public information

It is ETS policy that the official website provides comprehensive information on teaching, programs, communication, organization, and finance. The information will be accurate, impartial, objective, easily accessible, and available in English and German whenever this is deemed appropriate. This ensures transparency of operation in the public domain.

Data protection

The data protection legislation that pertains to Germany and the European Union is strictly adhered to at ETS.

ii. Lifelong Learning

Learning is not restricted to a classroom setting or to children and young people. Lifelong learning recognizes that people can learn for personal or professional reasons. Many professions insist on in-service training courses for their practitioners. A variety of courses can encourage social inclusion and practical ability, and this is not only work related but can apply to all walks of life. MCs are particularly suited to the development of individuals at any stage of their lives.

2. DESIGN AND APPROVAL OF MCs

i. **Process of Design and Approval**¹

- A proposal for adding or deleting any course should be presented in writing to the Academic Dean at least two weeks prior to the faculty meeting when the proposal will be discussed.
- In cases where a new course (or courses) is being proposed, each course proposal must include the following:
 - The course title and number, the credit hours, and any prerequisites
 - The school mission statement and a brief explanation of how the proposed course is relevant to the mission of the seminary
 - A catalog description and purpose statement for the course
 - A statement of the general and behavioral objectives of the course
 - An outline of the topics to be covered
 - Instructional methods, activities, and evaluation
 - Suggested textbooks and supplementary reading lists
- In cases where the deletion of a course is being recommended, the rationale for the deletion should be provided in writing.
- The Academic Dean shall review all proposals and consult with the Administrative Committee prior to the faculty meeting when such proposals shall be considered.
- If approved by the Administrative Committee, the proposal(s) shall be discussed and voted upon by the faculty. Any amendments proposed at the general faculty meeting must be referred back to the Administrative Committee unless adopted by a unanimous vote.
- If approved by the faculty, the proposal(s) shall be presented to the Board of Directors, which shall make the final determination on all proposed changes.
- Once the procedure has been completed, the course(s) will be added or deleted from the school prospectus.

¹ *Faculty Handbook, Academic Policies and Procedures*, <https://ets-kniebis.de/kms>.

ii. Flexibility Strategy

The design of new courses itself must be flexible as MCs are different from traditional academic courses. Faculty and stakeholders must be aware of new opportunities to be provided for all people needing the type of education available through MCs.

Up to now we have not received suggestions for new MCs; but recognizing the need to be flexible, the faculty must be prepared to accept a very different form of education.

Three faculty members attended the ECTE MC conference in Albania and gave a detailed report to the faculty and the board subcommittee. Staff and faculty have been encouraged to engage in ICETE courses to prepare them for MCs.

iii. Involvement of Stakeholders

The Council of the Church of God in Germany (“Gemeinde Gottes KdöR”), a main stakeholder, has expressed an interest in the provision of courses to be undertaken off and on campus by their pastors, leaders, and lay members. ETS responded by sending a senior faculty member to meet the council and discover the needs expressed by the leading pastors for specific courses that may be offered with micro-credential credits. The ECTS structure has been explained and the possibility of micro-credentials has been well received as a future option.

3. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT

This chapter focuses on student-centered learning, teaching, and assessment, highlighting strategies and practices designed to actively engage students in their educational journey and foster a more personalized and effective learning experience.

i. MC Learning Process

ETS is committed to providing the best possible learning environment for students.

Learning outcomes are essential to the learning process and provide the basis for assessment as each outcome needs to be tested or assessed.

Learning outcomes will be SMART goals; that is, they will be:

1. Specific

2. Measurable
3. Achievable
4. Relevant
5. Time-Bound

Establishing a time frame will ensure that the objectives are attained within a set time period, e.g. a semester, a course, or an academic year.

ii. Delivery Modes

On Campus — In Person

On-campus courses allow students to engage in direct interactions with both lecturers and classmates, offering a valuable in-person learning experience. This setting promotes an active learning atmosphere, supporting hands-on participation, teamwork, and instant responses.

On Campus — Live via Zoom

ETS provides remote participation in live classes through Zoom for students who are unable to attend in person. This feature allows remote learners to actively participate in lectures and discussions in real time, ensuring they stay fully involved in the academic experience.

Hybrid

This mode involves a composition of preliminary tasks, in-person (on-/off-campus) or live Zoom meetings, and after-class tasks.

Preparation involves students reviewing necessary materials like readings (or possibly recorded lectures) before the class starts. During the first stage, students are provided with fundamental information and encouraged to engage actively in real-time sessions.

Students attend classes in person on or off campus or participate in live Zoom sessions through in-person delivery. This adaptable method enables instant communication with teachers and classmates, promoting teamwork conversations and practical exercises.

Presentations: Students greatly benefit from taking on the role of a teacher; by delivering presentations, they learn through teaching.

After the class, students are given extra assignments or projects to solidify the concepts taught. This phase promotes contemplation, use of knowledge, and enhanced comprehension, guaranteeing a complete learning journey.

Online

This option enables students to interact with course materials fully from their own homes, giving them the ability to control their studies at their desired pace.

Classes that are pre-recorded can be accessed by students to watch whenever they choose. This flexibility enables students to go back to difficult subjects and understand the material in a manner that fits their learning preferences.

Remote learning: Students engage in discussions and activities using virtual platforms, staying connected with teachers and classmates even if they are far apart physically. Students can subsequently interact in the forum of each course.

Self-Management: Students are motivated to cultivate their time-management abilities, enabling them to effectively juggle coursework and other responsibilities.

Additional resources like specially designed workbooks are given to strengthen learning and encourage more involvement with the course material.

Online tests: Evaluations are conducted digitally, allowing students to display their comprehension in a safe and easy-to-access setting.

Church-/Community-Based Courses

These in-person courses — e.g. starting, organizing, and training a church choir — promote direct engagement and teamwork among participants.

Attendees might need to finish preliminary tasks prior to the start of the course, as well as follow-up assignments after the course to enhance understanding and the practical use of skills. Normally, these classes have fewer credit hours (1—3 ECTS), allowing them to be taken by people from the community who want to improve their skills without dedicating too much time. This method of delivery highlights the importance of applying concepts in real-life situations and getting involved in the community, preparing students to make a positive impact in their church and neighborhoods.

Stakeholders, such as the Gemeinde Gottes, have indicated that such community- and church-based courses would be welcomed by many of their local churches.

iii. Pedagogical Methods

The pedagogical methods employed at ETS are guided by the following principles.

Merrill's Principles

Merrill's Principles enable educators to design instruction that is learner-centered, promotes active learning, and facilitates the transfer of knowledge to real-world contexts.

Merrill's Five Principles of Learning

1. Task-centered principle
2. Activation principle
3. Demonstration principle
4. Application principle
5. Integration principle

These five principles are applied in a cyclical way:

1. It begins with a task or real-world problem that the learners will be likely to encounter.
2. Learners then engage activation, applying prior knowledge as the foundation for new learning.
3. Demonstrations then illustrate clearly the desired learning outcomes and how the task may be performed.
4. Opportunities are then given to practice and apply the knowledge. This application principle will require learners to make decisions and engage in realistic tasks.
5. New learning will encourage the transfer of knowledge and skill to new situations, and this integration provides the opportunity for evaluation.

When these five principles are sensitively integrated with Gagne's Nine events by the teacher or facilitator, the learner will have a learning experience which is truly student-centered and aims to effectively accomplish the appropriation of learning outcomes.

Gagne's 9 Events

The nine steps are:

1. Gain the attention of the students — Use stimuli that catch and engage their brain (novel ideas or thought-provoking questions, etc.).
2. Inform students of the objectives — Establish the expected outcomes and criteria for measuring achievement.
3. Stimulate recall of prior learning — Leverage existing knowledge before introducing new knowledge, and build on it.
4. Present the content — Deliver the content in easily consumable chunks.
5. Provide learner guidance — Guide them with examples, case studies, and other instructional support to supplement the content.
6. Elicit performance — Engage them with different activities that recall, utilize, and evaluate knowledge.
7. Provide feedback — Reinforce knowledge with immediate feedback (informative, remedial, corrective, etc.).
8. Assess performance — Test their knowledge with established (and transparent) criteria.
9. Enhance retention and transfer to the job — Use content retention strategies (concept maps, rephrasing, summarizing, job aids, etc.).

iv. Non-Traditional Learners

MCs are ideal vehicles for non-traditional learners and lifelong learning. The flexibility of MCs enables students to access courses without having fulfilled conventional entry requirements; they need an interest in the subject matter or the skills offered. Assessment methodology needs to be appropriate so as not to frighten learners away from accessing courses.

v. Assessment Process and Strategy

Both formative and summative assessment may be used to evaluate a student's achievements, whether academic or skills-based. Different learning techniques will be needed for varied assessment procedures.

Different areas in education require different modes of delivery and assessment techniques to analyze the learning outcomes of such courses. Instructors need to be very

careful to choose the type of assessment to match the learning outcomes of various courses. In MC courses which may involve informal or non-formal learning, the type of assessment must be appropriate and may well include giving presentations, learning by teaching, and learning by doing.

When developing syllabi, teachers should use Bloom's Taxonomy (see below) to ensure that the appropriate skill set for the learning experience is established and is matched to the learning outcomes.

Bloom's Taxonomy

Comments in italics are brief explanations of the differences between the six levels of the taxonomy. The list of verbs here is not exhaustive, and some appear under more than one heading.

Knowledge & Understanding		Intellectual Skills				
					Synthesis	Evaluation
Knowledge	Comprehension	Application	Analysis		Creating ,unique' answers to Problems	Making critical judgments based on a sound knowledge base
Recalling important Information	Explaining important Information	Solving closed-ended Problems	Solving open-ended Problems			
Define, repeat, record, list, recall, name, relate, underline	Translate, restate, discuss, describe, recognize, explain, express, identify, locate, report, review, tell	Interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, sketch	Distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast	criticize, diagram, inspect, debate, question, relate, solve, examine, categorize	Compose, plan, propose, design, formulate, arrange, assemble, collect, construct, create, set up, organize, manage, prepare	Judge, appraise, evaluate, rate, compare, revise, assess, estimate

vi. The *learning, being, and doing* in assessment strategy

Learning: The acquisition of academic knowledge and skills is facilitated through a variety of assessment methods, including examinations, research papers, quizzes, research projects, and workbooks. These activities are designed to evaluate and reinforce the student's mastery of subject matter and intellectual competencies.

Being: This component emphasizes the cultivation of personal reflection and the development of individual perspectives, often in relation to book reports, essays, and similar assignments. Through these exercises, students engage in a self-reflective process that encourages critical examination of their own opinions and behaviors. This introspection may, at times, result in internal conflicts, prompting students to reassess and potentially reshape their character, opinions, or actions in light of new insights. Assessment tasks within this domain are integral to the learning and developmental process, aiming to guide students toward meaningful reflection. Instructors evaluate the sincerity and depth of the student's engagement with the material, context, or issue in a reflective manner.

Doing: This area focuses on the practical application of knowledge through the preparation, execution, and leadership of projects, accompanied by the creation of a detailed protocol. The protocol includes the project's context, intended outcomes, strategic approach, specific steps undertaken, any challenges encountered, an analysis of results, and a reflection on the overall process. This structured approach ensures students develop projects aligned with specified requirements, fostering thorough preparation and attentive observation during implementation. The emphasis on analysis enhances understanding of the process and supports learning for future practical endeavors. Ultimately, this component strengthens the student's skills in applying theoretical knowledge to real-world or ministry-related contexts.

vii. Student Feedback

Obtaining input from students is essential for the ongoing enhancement of teaching quality at ETS. Following each course, students must assess both the course and the instructor's performance. These assessments are crucial in improving the lecturer's skills and pinpointing opportunities for professional development.

Through the incorporation of student feedback, ETS guarantees that teaching methods stay up-to-date, pertinent, and adaptable to student requirements and educational guidelines.

4. STUDENT ADMISSION, PROGRESSION, RECOGNITION, AND CERTIFICATION

i. Regulations for Admission

Because MCs are standalone credentials, they offer the opportunity for interested people to get an inside view into theological education. ETS will accept for the MC program any person with the character traits that fit the vision and mission of ETS.

ii. Regulations for Progression

Learners can be informed as to how MCs can be stacked to become larger/full qualifications, which in turn could allow access to higher qualifications.

iii. Regulations for Recognition

In addition to progression, prior learning can be recognized by the MC provider as well as other providers, particularly employers. Learners may be required to provide documented proof of their prior learning.

iv. Regulations for Certification

The MC certificate template serves as an important tool for verifying the learner's identity and the authenticity of the MC. It is important not to use protected academic nomenclature.

5. EDUCATIONAL STAFF

i. Collective Expertise

The collective expertise of staff and faculty is not limited to academic courses. Faculty have experience in teaching short courses to church members and ministers, and in using a variety of teaching methods and new technology, e.g. Zoom, Moodle, Odoo, smart boards, etc.

ii. Education by Experts

Usually once per semester we invite an external expert to teach a course (1 ECTS) in a particular area, e.g. “Trinitarian Discipleship” with Dr. Michael Mills. Such courses are ideal for inviting off-campus students to attend and can fulfill the requirements of an MC.

Off-campus delivery with experts in another location (e.g. local ministries/churches) would also be possible, provided the quality assurance is maintained.

6. LEARNING RESOURCES AND STUDENT SUPPORT

i. Funds for Learning and Teaching Resources

This will be a new budget item starting 2025, set at approximately €10,000.

For students attending courses on the ETS campus, our school library includes a comprehensive selection of print media of various kinds, including relevant journals. The annual budget for acquisitions in our library is €15,000.

ii. Accessibility Strategy

Subscriptions to online platforms are being explored for the online and MC programs. On-campus students have access to the campus library.

MC students with limited mobility are also able to attend classes on campus, thanks to barrier-free classrooms, toilets, library resources, and guest rooms.

iii. Student Support Service Strategy

ETS provides student support services in the form of pastoral care, welfare, academic advising, and mentoring. Each student is assigned a mentor who may be a useful point of contact for personal issues. Daily prayer gatherings are held in the morning and evening, with community devotions held twice a week, and a chapel service held once a week. All gatherings are open to all students, staff, faculty, and visitors, who are warmly welcomed and encouraged to attend. The seminary is relatively small; it operates an open-office policy, and all faculty and staff are accessible.

Practical Support Service:

First aid is provided when needed by qualified first-aiders, and the local hospital is only 12 km away.

For physical health and recreation, there is a fitness room and small gymnasium available for student use.

The online infrastructure is good throughout the building and maintained by a qualified IT specialist.

The seminary includes a cafeteria providing meal service for students and guests. Students also have the option to bring their own meals if they prefer.

iv. Formal Complaints and Appeals Procedure:

As part of the strategic development of the Micro-Credential Program at ETS, a feedback and communication system is being established to address student concerns, foster engagement, and support program enhancement. The following initiatives are proposed as conceptual frameworks, subject to adjustment as implementation progresses.

Student Forum and Peer Interaction: A student forum will serve as a platform for academic discussion and peer support, with options for virtual sessions via video conferencing. A representative system to raise significant concerns at Staff and Faculty Meetings is under consideration, pending further development.

FAQ and Knowledge Base: An FAQ and knowledge base will provide answers to common questions and clarify policies, updated as the program evolves.

Anonymous Feedback Mechanisms: Anonymous questionnaires will gather student input on courses, faculty, and program effectiveness at regular intervals, guiding improvements. Details are conceptual and may shift during implementation.

QuickLink Contact System (Under Review): An emergency contact system is being assessed for feasibility, with details forthcoming as planning advances.

7. INFORMATION MANAGEMENT

ETS utilizes Odoo to store data such as students' name, date of birth, nationality, educational history, academic credentials, and academic development. This data will also be gathered and assessed for MC learners registered with ETS, with each student having a distinct file kept by the Dean's secretary digitally and in hard copy for the organization and documentation of MCs.

Strict compliance with general data protection regulations (GDPR) will be maintained.

8. PUBLIC INFORMATION

i. Public Information Strategy

On the ETS website, the MC program will be presented as separate from our academic programs. The advantages of lifelong learning will be explained and recommended. The MC website will be regularly updated and provide accurate information in a clear and fully understandable way.

ii. Barrier-Free Access for Non-Traditional Learners

Unlike the academic programs, there will be no previous certification or academic qualifications required to access MC courses. The MC program will encourage non-traditional learners to take part and recognize the value of lifelong learning. No barriers will be presented, whether physical, academic, or any other forms of limitation. The intention is to make the MC program as accessible as possible within Europe (our main source of students) and in other parts of the world, through the use of Zoom/internet.

iii. Collaboration Strategy (With Stakeholders and Other Providers)

The intention of providing the MC courses our stakeholders have indicated is paramount, and ETS will explore ways to combine MCs with other providers who are recognized by EQAR, ICETE, and ECTE.

9. ONGOING MONITORING AND PERIODIC REVIEW OF PROGRAMS

i. Monitoring Process and Strategy

The MCs are intended to be offered more than once, but there is no assumption that each course is perfect or cannot be improved. Consequently, the students will be asked to evaluate the course and the facilitator. The ongoing relevance of each MC is open to review and response from stakeholders and students. Since the MC program depends on its continuation and success, the students must be happy and content with the delivery. Where possible, such students can be invited to belong to an alumni program and encouraged to take further MCs with ETS.

Since the opportunity exists for stacking, there is the possibility for new MCs to be developed and/or improved in each area. Lifelong learning expects the provision of new courses, to build on previous knowledge and prior experience. Changes in the labor market are anticipated in the next decades, and many individuals will change jobs or careers in this time. Consequently, the provision and flexibility of MCs will become more and more essential.

ii. Course Evaluation Strategy

ETS implements structured evaluation and feedback mechanisms to ensure continuous assessment and institutional improvement. As part of this process, students and stakeholders are invited to evaluate courses, with the resulting feedback systematically reviewed by the provider to inform necessary adjustments and enhancements. Evaluation is a cornerstone of key institutional processes, including the annual review cycle and the ongoing assessment of course management and delivery, ensuring alignment with academic and operational standards.

In line with established protocols for the on-campus program, ETS administers a standardized faculty and course evaluation form at the conclusion of each course. This form is provided electronically by default to maintain anonymity and consistency in data collection, though a paper-based option is available when online access is limited. The current evaluation tools and processes are regularly examined for their effectiveness in assessing MC courses, with modifications implemented as deemed necessary to enhance their utility.

To protect the integrity of the evaluation process, all responses remain confidential and free from external influence. Instructors are prohibited from interfering with or altering student feedback. For paper-based evaluations, a designated student collects the completed forms, seals them in an envelope, and delivers it to the instructor, who submits it unopened to ETS administration without modifying individual or aggregate results. These measures ensure transparency, objectivity, and validity, allowing student and stakeholder evaluations to meaningfully contribute to faculty assessment, course refinement, and overall institutional progress.

iii. Agility Strategy

It is important that the internal quality procedures of the provider are upheld without compromise, and the success of the MC program will largely depend on its agility and ability to adapt to a changing world while maintaining quality of delivery.

10. CYCLICAL EXTERNAL QUALITY ASSURANCE

i. Cyclical Review Strategy

Since ECTE is being asked to enable the provision of MCs, the normal pattern of cyclical review is anticipated and welcomed. The annual SER will reflect the development, changes, procedures, and methods and be submitted punctually.

ii. MC Databank Strategy (Newly Developed/Retired MCs)

As with ETS's EQF level 6 program, which has a curriculum matrix, the MC courses will also have such a curriculum matrix. However, with new courses being developed and introduced and other courses being retired, the curriculum matrix is likely to be much

more flexible. A database of courses, syllabi, student information, and completed MC courses will be held by the Dean's office, and the person appointed by the board to develop the MC program will oversee this.