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Middle East and North Africa  
Association for Theological Education  

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رابطة الشرق الأوسط وشمال أفريقيا للتعليم اللاهوتي

# STANDARDS AND GUIDELINES FOR MICRO-CREDENTIAL PROVIDERS

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# PREAMBLE

These Standards and Guidelines are developed to support quality and accountability in theological education. They are intentionally informed by the manual of the International Council for Evangelical Theological Education (ICETE), whose work has served as a foundational reference. This document adapts those insights in order to serve the particular context and needs of our constituent institutions.<sup>1</sup>

## 1 – INTRODUCTION

This document informs potential providers of micro-credentials about the general nature of the quality assurance standards for micro-credential (MC) provider accreditation with MENATE.

### 1.1- Introducing Micro-credentials

Micro-credentials are one of the rising trends in global higher education and professional training. They offer great opportunities for theological education and ministerial training through a new approach to certification of learning experiences.

Traditionally, higher education certification has been expressed in the three-level framework of bachelor-master-doctoral degrees. These are also called macro-credentials. Despite many advantages, these macro-credentials pose some limitations.

- **Duration.** A traditional degree takes a long time to complete. Although in some contexts smaller certification opportunities are offered, such as certificates, diplomas or associate degrees, these qualifications still take at least a year of full-time studies to complete. This excludes many potential students who cannot leave their work or ministry commitments for such long periods of time.
- **Access.** Qualifications in theology and ministerial studies normally build on the previous levels, making it impossible for someone who has not completed a previous level to progress and normally excluding all together those that have not completed secondary school. This also applies to micro credentials.
- **Cost.** It is costly to design, deliver and maintain a degree programme, and as these costs are passed onto the students, they become unaffordable to many.
- **Responsiveness and relevance.** The size of traditional degrees in terms of credit hours, courses and curricula, makes them very complex, and they take time to accredit and even more time to change. While offering solid foundations and producing well-rounded graduates, traditional degrees often struggle with relevance and responsiveness to a quickly changing society.

Micro-credentials offer a response to some of these challenges. As short learning experiences, they respond to the challenges of duration. With flexible access requirements, they allow students to obtain training at the level they need, regardless of their previous studies. Being relatively inexpensive to produce, they keep the costs for students low. With the potential to be developed (and shelved) quickly, they ensure high responsivity to change and relevance to needs. Moreover, and with the growing challenges and unrest in the MENA region, Micro-credentials offer a great and flexible opportunity

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<sup>1</sup> These standards will be submitted for approval to the General Assembly at its meeting in December 2026.

during tough times, where the students can complete and acquire specific skills at their own pace. In addition to that, MCs offer a unique opportunity for dropouts of macro-credentials due to the wars and ministry challenges to get back on track and continue their degrees, by stacking several MCs together, and earning credits to move forward.

In brief, micro-credentials are a powerful tool to broaden participation, enhance the Christian formational mission and contribute to the sustainable goal of the United Nations to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.<sup>2</sup> Although they do not replace traditional degrees, they offer new options for high quality theological and ministerial training.

## 1.2- Defining Micro-Credentials

Defining a micro-credential is not easy, and can be challenging, especially at the global level where the same word is used to indicate different things in different contexts. UNESCO produced a definition of MCs in 2022.<sup>3</sup>

Micro-credentials:

- Are a record of focused learning achievement verifying what the learner knows, understands, can do and be.
- Include assessment based on clearly defined standards and is awarded by a trusted provider.
- Have standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning.
- Meet the standards required by relevant quality assurance.

The following additional key features can be added to the basic definition of a micro-credential.<sup>4</sup>

1. They are a transparent proof of acquisition of one or more learning outcomes. Micro-credentials are typically focused on a specific set of learning outcomes/competences.
2. They operate within a narrow field of learning.
3. They follow a short learning experience and can be designed following as little as a few hours of learning.
4. They feature reliable assessment of the learning outcomes against transparent standards.
5. They certify competences. Micro-credentials, can in fact, operate well within the philosophy of competence-based education and competence based theological education.
6. They are relevant. This is sometimes referred to as 'just in time learning'.
7. They privilege student-centred learning.
8. They are an authentic formal higher education and/or professional training credential (not just a 'course' leading to a credential). This responds to the misconception that micro-credentials are really nothing new - since short courses have been around for a long time. Micro-credentials are meant to sit alongside traditional macro-credentials and to be recognised as self-standing qualifications within a learner's portfolio and curriculum.
9. They can be delivered by a variety of means, including distance and online education.
10. They can be delivered in a variety of modes, including full and part time, intensives, workshops, synchronous, asynchronous and self-paced online learning.

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<sup>2</sup> <https://sdgs.un.org/goals/goal4>

<sup>3</sup> UNESCO (2022) *Towards a Common Definition of Micro-credentials*  
<https://unesdoc.unesco.org/ark:/48223/pf0000381668>

<sup>4</sup> These features have been collated by the European Council for Theological Education <https://ecte.eu/qa/mcp/>

11. They can address different levels of educational and training frameworks. For adult learners, this would typically be levels 4-8 of the ISCED framework.<sup>5</sup>
12. They have flexible access requirements, including a ‘no requirement access’ provision.<sup>6</sup>
13. They are subject to quality assurance procedures and standards.
14. They can be delivered by higher education institutions and alternative providers alike.
15. They can be developed in collaboration with others (e.g. other higher education institutions, certified non-HEI alternative providers, employers, learners, NGOs, charities, public authorities).<sup>7</sup>
16. They can be organized in pan-regional catalogues.
17. They can offer a smooth transfer of knowledge from recent research to education.
18. They are portable, usually produced in digital format with certified methods for identification to ensure authenticity.
19. They can facilitate learning pathways and can be combined into smaller or larger micro-credentials or macro-credentials (degree qualifications). This process is called stacking.
20. They can: a) consist of modules/courses extracted from existing programmes (e.g. from a full qualification), b) be designed as original, self-standing micro-credentials or c) be a combination of existing and new materials.

The question arises as to whether micro-credentials are to be considered formal learning, non-formal learning or both. In December 2024, the ICETE Board adopted the definition of micro-credentials as formal theological education. MENATE adopts this definition as well.

- ICETE considers **micro-credentials** an expression of **formal** education, both at tertiary and non-tertiary levels, in as much as they are quality assured by relevant authorities and lead to a self-standing qualification.

This document contains the standards and guidelines for quality assurance of formal micro-credentials. Further explanations and bridging strategies between non-formal short learning opportunities and formal micro-credentials are featured in a separate document.<sup>8</sup>

It is important to note that MCs should be following the minimum and the maximum credit hours based on the table below, which are recognized by MENATE. Any MC above or below these limits will no longer be considered a MC.

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<sup>5</sup> UNESCO (2011) *International Standard Classification of Education - ISCED 2011* <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

<sup>6</sup> MCs with a ‘no access requirement’ provision must indicate this transparently and normally do not stack into a full degree qualification.

<sup>7</sup> It is important to note that if a collaboration is to be formed, then it is important to know that the institution, who is collaborating with the church or any other organization, is responsible for the MCs offered at the non-accredited party, and not MENATE.

<sup>8</sup> See *Guidelines for Formal and Non-formal Theological Education – ICETE 2025* <https://icete.info/services/qa/qa-standards-and-policies/>

	Flexible Carnegie (FC) Credit Units	European (ECTS) Credit Units	Number of hours
Minimum	0.7	1	25 - 30
Maximum	20	30	750 - 900

## COMMON FORMAT

To enhance recognition and harmonization, micro-credentials share a common certification format that includes the following elements.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Information on the learner                     <ul style="list-style-type: none"> <li>○ Name</li> <li>○ Digital identification information</li> </ul> </li> <li>• Information on the provider                     <ul style="list-style-type: none"> <li>○ Name of the provider</li> <li>○ Status of the provider</li> <li>○ Information on the main provider</li> <li>○ Information on partner providers (if relevant)</li> <li>○ Names of teachers/tutors (if identified)</li> </ul> </li> <li>• Information on the micro-credential                     <ul style="list-style-type: none"> <li>○ Title</li> <li>○ Country/region of the issuer</li> <li>○ Language of delivery/assessment</li> <li>○ Subject fields</li> <li>○ Subject classification codes<sup>9</sup></li> <li>○ Credit units</li> <li>○ Digital authenticity verification</li> <li>○ Expiration date (if relevant)</li> </ul> </li> <li>• Information on the learning experience                     <ul style="list-style-type: none"> <li>○ Learning outcomes</li> <li>○ Assessment</li> <li>○ Grade and grading scale (if relevant)</li> <li>○ Workload (in hours and credits)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Information on the level                     <ul style="list-style-type: none"> <li>○ ISCED level &amp; subject area code<sup>10</sup></li> <li>○ ICETE Qualification Comparability level<sup>11</sup></li> <li>○ National framework level (where possible)</li> </ul> </li> <li>• Form of participation in the learning activity and delivery mode                     <ul style="list-style-type: none"> <li>○ Learning activities</li> <li>○ Delivery mode with description</li> </ul> </li> <li>• Source and authors                     <ul style="list-style-type: none"> <li>○ Source of learning materials</li> <li>○ Author(s) of learning materials</li> </ul> </li> <li>• Access requirements                     <ul style="list-style-type: none"> <li>○ Access requirements</li> <li>○ Prerequisites (if relevant)</li> </ul> </li> <li>• Relevance, stacking and recognition                     <ul style="list-style-type: none"> <li>○ Relevance</li> <li>○ Stacking options</li> <li>○ Recognition agreements</li> </ul> </li> <li>• Quality assurance                     <ul style="list-style-type: none"> <li>○ Quality assurance provision</li> <li>○ Quality assurance agency</li> <li>○ Link to quality assurance listing(s)</li> </ul> </li> <li>• Signature or seal of the awarding provider</li> </ul> |
|---|--|

An example of a micro-credential using this format is given in Appendix A.

<sup>9</sup> As possible, use international educational classification codes, such as the UNESCO ISCED-F 2013 <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf>

<sup>10</sup> See <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

<sup>11</sup> See [https://icete.info/educational\\_resource/icete-qualification-comparability-framework/](https://icete.info/educational_resource/icete-qualification-comparability-framework/)

### 1.3 Quality Assurance of Micro-credentials

As with all educational innovation, the issue of quality of micro-credentials is at the forefront. The fact that micro-credentials represent small volumes of learning, does not mean that they should not be supported by the best quality assurance. Failure to do so will see the market flooded with low quality micro-credentials and micro-credential mills. This will damage the micro-credential ‘brand’ and the credibility of micro-credentials, hence discouraging students, providers and employers.

Given the relative novelty of micro-credentials, quality assurance of micro-credentials is in the initial stages around the world. Some examples of good practice are emerging (for example, in the INQAAHE , in South Pacific, Europe) and much can be usefully based on broader approaches to QA that have much overlap with the QA of MCPs.

ICETE procedures and standards for Micro-credential Alignment are aligned with these sources and with the ICETE SG-GETE. It is expected that, as good practices standardize around the world, the current document will undergo revision.

## STAKEHOLDER INTERESTS

The interests of four main stakeholders in micro-credentials can be identified.

Micro-credentials are of great interest to potential theology students. This is especially true as micro-credentials enhance lifelong learning approaches, expand accessibility, diminish costs and increase the relevance of ‘just in time’ learning. In the growing ‘jungle of credentials’ that are available to students, external quality assurance of micro-credentials gives confidence in the quality of the provision and in the potential recognition of the certifications that they achieve.

Micro-credentials are also of great interest to providers of theological education. Potential providers that might pursue quality assurance of short learning opportunities as micro-credentials include:

1. Institutions with governmental accreditation (e.g. university theology departments)
2. Institutions with accreditation from an MENATE (e.g. Bible Schools and Seminaries)
3. Institutions with accreditation from other bone fide regional and/or subject-specific accrediting associations.
4. Organisations and charities offering structured non-formal learning opportunities (e.g. training for pastors, missionary training programmes, discipleship programmes, specific ordination training or continued professional development).<sup>12</sup>

Many schools who are currently members of MENATE were interviewed, and they expressed great interest in Micro-credentials, and they agreed to the importance of offering MCs especially in rural areas where servants and leaders of the churches have limited time and resources, thus they will be able to develop the needed skills within their ministries without having to leave their churches. Moreover, and if ministry leaders had to dropout due to financial challenges, limited time, or war, they will still be able to continue their learning development by taking MCs. Thus, and by stacking these MCs, they will still be able to return back to their macro-credentials if their challenges were resolved and continue their degrees.

Micro-credentials are also of great interest to quality assurance agencies. As micro-credentials gain traction and proliferate around the world, quality assurance agencies are challenged to develop approaches to accreditation of micro-credentials that are both contextually sensitive and globally harmonized. These approaches will enhance the quality of micro-credentials, avoid undue standardization,

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<sup>12</sup> By undergoing an external quality assurance process, these non-formal learning opportunities become formal micro-credentials.

contribute to global recognition and stem the potential tide of micro-credential mills that offer low quality learning opportunities.

Finally, micro-credentials are of great interest to employers of theology students. These include, for example, missions, denominations, regional and global networks, NGOs, local churches and charities. Micro-credentials can be an innovative tool both for initial training and for ongoing professional development. Employers, just like students, need to know who they can trust when it comes to the quality and recognition of micro-credentials, and the ICETE Micro-credential Alignment<sup>13</sup> process can provide such confidence.

## **RECOMMENDED REVIEW APPROACH**

When it comes to quality assurance procedures of micro-credentials, different approaches are possible. In the early stages of accrediting MCs in the MENA region, MENATE will adopt desk-based vetting procedure of individual MCs while still maintaining the provider-focused framework, that is assessed through periodic site visits.

After several trials with providers designing and receiving accreditation for their MCs, and after MENATE ensures that the providers got hold of the process, they are left free to design and launch micro-credentials (without each micro-credential needing to undergo a separate review).

Reporting procedures should, however, be in place whereby providers report to the agency on their micro-credentialing provision and ensure that every micro-credential that bears the MENATE Micro-credential quality label has been subjected to the agreed quality assurance procedures.

# **2. ACCREDITATION STANDARDS FOR MICRO-CREDENTIAL PROVIDERS**

These standards address the (minimum) standards that micro-credential providers must meet to obtain accreditation as a micro-credential provider. These standards are referred to in section A1 of the *Micro-credential Alignment Standards*.<sup>14</sup>

Further generic details for each standard should be consulted in the *Standards and Guidelines for Global Evangelical Theological Education (SG-GETE)*.<sup>15</sup>

## **A1 – IDENTITY AND PURPOSE**

Micro-credential providers have clearly formulated statements of identity and purpose that relate to their micro-credentialing activities.

Micro-credential providers generally adopt the ICETE-MENATE definition of micro-credentials together with the key features of micro-credentials outlined in section 1.2 above.

Micro-credential providers publish information about micro-credentials which is clear, accurate, objective, up-to date and readily accessible. This includes an accurate description of the nature,

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<sup>13</sup> <https://icete.info/iqf/>

<sup>14</sup> <https://icete.info/alignment/>

<sup>15</sup> [https://icete.info/educational\\_resource/sg-gete/](https://icete.info/educational_resource/sg-gete/)

content, outcomes, access criteria, nature of qualification, delivery mode, teaching and learning procedures, possibilities for recognition of prior learning, assessment procedures, certification options, stacking opportunities, graduate employment information and quality assurance of micro-credentials.

## **A.2 – GOVERNANCE AND QUALITY ASSURANCE**

Micro-credential providers have appropriate and effective governance structures.

Providers have public policies for internal quality assurance (IQA) that are applied to micro-credentials. These policies also cover micro-credentials that are subcontracted or carried out in partnership with other parties.

Providers undergo regular external quality assurance (EQA) of their micro-credentialing activities on a cyclical basis.

## **A.3 – HUMAN RESOURCES**

Micro-credential providers have human resources that are fit for purpose and managed for flourishing.

The roles of educational staff are redefined as necessary to fit the breadth of learning activities in the micro-credential design.

The collective expertise of educational staff involved in the design and delivery micro-credentials is fit for purpose. This includes both professional experiences related to the intended learning outcomes, and academic qualifications that are normally one level above the level of the micro-credential.

Where necessary, educational staff receive specific training on the design and delivery of short learning experiences. Moreover, non-educational staff such as the admissions, registrar, IT, librarian, online officer, etc., should receive the needed training to support the diverse learner population and the short student life cycle.

## **A.4 – COMMUNITY AND CONTEXT**

Micro-credential providers display healthy community dynamics in active response to context within the limitations of short learning experiences. Transparent and truthful expectations are laid out in the context of micro-credential delivery around what can and cannot be achieved in terms of community, pastoral and spiritual support and the cultivation of responsible character.

Learning communities include local learning communities.

Communication systems are fit for purpose for the delivery and support of short learning experiences. Internal information concerning micro-credentials is accurate, objective, updated and readily accessible.

As appropriate, strategies are in place to involve local learning communities and raise their awareness of micro-credentialing programmes that may involve them.

## **A.5 – EDUCATIONAL RESOURCES**

Micro-credential providers have educational resources that support their mission and strategy.

Student services are tailored to meet the needs and various contexts of learners involved in short learning experiences.

Providers ensure that learning facilities (including digital facilities) and learning resources are adequate and readily accessible to micro-credential students.

Providers have systems and policies to analyse and use of relevant data for the effective management of micro-credentials. These include tools to collect, monitor and act on information pertaining to enrolment and graduation statistic of micro-credential students.

Teach-out provisions are applied in consideration of short learning experiences.

## **A.6 – FINANCES AND SUSTAINABILITY**

Micro-credential providers have suitable financial potential, planning, policies and procedures.

Full transparent information is made available to students concerning the costs of micro-credentials and to the value of their investment in terms of potential learning pathways. If micro-credentials do not lead to progression or stacking options, this should be communicated.

## **A.7 – HOLISTIC INTEGRATION**

While recognising the possible limited capacity of short learning experiences, providers design holistic integration into micro-credentials. Learning pathways give attention to all dimensions of theological education and training, including spiritual formation, character education, academic achievement, and practical training.

## **A.8 – PROGRAMME DEVELOPMENT**

Micro-credential providers design and implement approved, outcome-based micro-credentials that are fit for purpose in context.

Providers have formal processes for the design and approval of micro-credentials that involve stakeholders.

Micro-credentials are designed to be level-specific within levels 4-8 of the UNESCO ISCED framework and/or regional educational frameworks. Learning outcomes of micro-credentials are designed to be appropriate for the chosen level.

Micro-credentials are designed to be relevant, to meet identified learning needs and to match the profile of learners. To qualify within the field of theological education, learning outcomes normally include reference to outcomes related to Christian theology, religion, ministry and/or cognate disciplines and they consider elements of holistic integration and formation that are typical of theological education and training.

Curricular content and delivery modes are contextually appropriate and address the challenges and opportunities of the stakeholders' social and religious environments. Graduates are equipped for different vocations, within various social and cultural contexts, and areas of service.

Learner profiles may be developed within micro-credential learning pathways.

Depending on the design and purpose of each micro-credential, credit counting systems may or may not be used. Where credits are used, students are clearly informed of their value for potential progression and stacking. Where credits are not used, micro-credentials should transparently report the workload in order to allow conversion to credit hours if needed.

Providers monitor and periodically review micro-credentials to evaluate the quality of design and delivery, the agility of the launch process, the ongoing relevance of the micro-credential, the strategies for either improvement or retirement of micro-credentials, and their Internal and external program review policies.

## **A.9 –LEARNING, TEACHING AND ASSESSMENT**

Micro-credential providers implement good educational practice in areas of learning, teaching and assessment.

Providers ensure that micro-credentials are delivered in ways that encourage students to take an active role in creating the learning process. Moreover, providers should redefine attendance/absence policies, in addition to the number of students within a certain cohort, and how this could affect the assessment design.

Providers select delivery modes and pedagogical methods that best enable the learning process and that cater to the student population for which micro-credentials are designed. When distance, online or blended delivery modes are used for micro-credentials, they are adequately designed and supported.

Providers support students in selecting micro-credentials and determining relevant learning pathways.

Appropriate complaints and appeals procedures are available to micro-credential students

Assessment approaches to micro-credentials are regularly monitored and include student feedback opportunities. Providers ensure that assessment is designed to allow students to demonstrate the extent to which intended learning outcomes have been achieved in ways that are fair, consistent, varied and supported by clearly stated procedures.

## **A.10 –STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION**

It is important for Micro-credential providers to have policies that clearly define the number of graduates/alumni, retention policy, FTE calculation for fees payment, entry points, learners' identities, digital badges, etc.

Micro-credential providers formulate and implement suitable policies for the student 'life cycle' that include admission, progression, recognition and certification.

Providers implement flexible, coherent and transparent policies concerning the admissions (access) to micro-credentials.

Progression is possible for the 20 FC/30 ECTS credit hours between micro-credentials, thus, providers should implement coherent and flexible learning pathways within their own educational portfolio that consider the stacking of micro-credentials into larger/complete qualifications.

Providers develop, implement and transparently inform students concerning the recognition options of micro-credentials. Recognition options may include possibilities of stacking towards larger qualifications in support of individual educational journeys, recognition of prior learning (RPL) both by the provider of the micro-credential and by other providers, recognition by labour market entities and employers and/or transfer across a variety of contexts.

Recognition systems include recognition of micro-credentials delivered by other providers and recognition of non-formal and informal learning that matches the learning outcomes of micro-credentials.

Clear completion requirements are in place for the award of each micro-credential. Providers generate certification of micro-credentials according to globally recognisable standard formats (the ICETE MC Format in Appendix A is recommended). The certification of micro-credentials contains sufficient information to verify its authenticity and check the identity of the credential-

holder (learner). Certification systems are implemented, possibly in digital form, to improve their portability and permeability.

## **A.11– QUALIFICATION NOMENCLATURE AND CREDITS**

Micro-credential providers follow internationally recognised qualification nomenclature and credit-counting systems.

Degree nomenclature provisions do not apply to micro-credentials. However, providers include the related academic level of the micro-credential. The title of the micro-credential does not contain protected academic nomenclature or wording that may cause confusion with a full qualification (e.g. bachelor, master, postgraduate, undergraduate, degree, etc).

Depending on the design and purpose of each micro-credential, credit counting systems may or may not be used.

## Appendix A – Example of a micro-credential

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To enhance recognition and harmonisation, micro-credentials share a common certification format that includes the following elements.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Information on the learner<ul style="list-style-type: none"><li>○ Name</li><li>○ Digital identification information</li></ul></li><li>• Information on the provider<ul style="list-style-type: none"><li>○ Name of the provider</li><li>○ Status of the provider</li><li>○ Information on the main provider</li><li>○ Information on partner providers (if relevant)</li><li>○ Names of teachers/tutors (if identified)</li></ul></li><li>• Information on the micro-credential<ul style="list-style-type: none"><li>○ Title</li><li>○ Country/region of the issuer</li><li>○ Language of delivery/assessment</li><li>○ Subject fields</li><li>○ Subject classification codes<sup>16</sup></li><li>○ Credit hours</li><li>○ Digital authenticity verification</li><li>○ Expiration date (if relevant)</li></ul></li><li>• Information on the learning experience<ul style="list-style-type: none"><li>○ Learning outcomes</li><li>○ Assessment</li><li>○ Grade and grading scale (if relevant)</li><li>○ Workload (in hours and credits)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Information on the level<ul style="list-style-type: none"><li>○ ISCED level &amp; subject area code<sup>17</sup></li><li>○ ICETE Qualification Comparability level<sup>18</sup></li><li>○ National framework level (where possible)</li></ul></li><li>• Form of participation in the learning activity and delivery mode<ul style="list-style-type: none"><li>○ Learning activities</li><li>○ Delivery mode with description</li></ul></li><li>• Source and authors<ul style="list-style-type: none"><li>○ Source of learning materials</li><li>○ Author(s) of learning materials</li></ul></li><li>• Access requirements<ul style="list-style-type: none"><li>○ Access requirements</li><li>○ Prerequisites (if relevant)</li></ul></li><li>• Relevance, stacking and recognition<ul style="list-style-type: none"><li>○ Relevance</li><li>○ Stacking options</li><li>○ Recognition agreements</li></ul></li><li>• Quality assurance<ul style="list-style-type: none"><li>○ Quality assurance provision</li><li>○ Quality assurance agency</li><li>○ Link to quality assurance listing(s)</li></ul></li><li>• Signature or seal of the awarding provider</li></ul> |
|--|---|

The following page provides a fictional example of what this format might look like in an actual micro-credential issued to a student. The Seminary and the names present were invented for the purpose of this example only.

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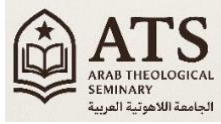

<sup>16</sup> As possible, use international educational classification codes, such as the UNESCO ISCED-F 2013 <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf>

<sup>17</sup> See <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

<sup>18</sup> See [https://icete.info/educational\\_resource/icete-qualification-comparability-framework/](https://icete.info/educational_resource/icete-qualification-comparability-framework/)

## FACILITATING ONLINE RELATIONAL COMMUNITIES

### MICRO-CREDENTIAL

<b>Information on the learner</b>	Samir Haddad Learner identified ID: 88764FFx	
<b>Information on the provider</b>	Leadership for Lebanon ATS is a para-church leadership training organisation serving Arab Christians in the MENA region and around the world.	
<b>Information on the micro-credential</b>	Title: <i>Servant Leadership Among Arabic-Speaking Communities</i> Date: 08/09/2025 Country: Lebanon Language: Arabic Subject field: theology, leadership	QR code to verify authenticity 
<b>Information on the learning experience</b>	Competences: The recipient has demonstrated ability to apply knowledge about social media and interpersonal relationships to improve online communities; ability in solving problems in poor relationships in online communities; and ability to evaluate her/his own character in relation to the virtue of patience. Workload: 2 ECTS (50 hrs of learning) Assessment: A pilot project report in facilitating online community, a written exam and a character self-evaluation report.	
<b>Information on the level</b> <small>(note: this micro-credential does not mark the completion of the indicated levels)</small>	ICETE framework: Certificate ISCED: level 5, sub-category 551	
<b>Form of participation in the learning activity</b>	The recipient has participated in 30 hours of online learning, coaching and writing and 20 hours in project development, implementation and evaluation. Delivery mode: hybrid	
<b>Source</b>	ATS programme 'Servant Leadership' unpublished materials on Leadership Skills	
<b>Access requirements</b>	Completion of secondary education or equivalent.	
<b>Relevance, stacking and recognition</b>	The micro-credential can be stacked within the 'Leadership' programme offered by ATS. An agreement is in place with to award 1 ECTS for this micro-credential that count towards the Certificate in Theology programme (accredited by MENATE). The churches in the MENA region recognise this micro-credential as fulfilling the leadership requirements for the servants at the church.	
<b>Quality assurance</b>	The micro-credential has been evaluated by ATS and considered to be operating at the level of its Certificate programme (MENATE accredited). For more information, you can refer to the website: <a href="http://www.ats.edu">www.ats.edu</a> The micro-credential has been included in the ICETE Micro-credential Catalogue <a href="http://www.icete.mcatalogue.info/">http://www.icete.mcatalogue.info/</a>	
<b>Signature of awarding provider</b>	 Dr. Adel Ayoub Principal ATS, Lebanon	