



Elementi nazionali e internazionali sulle microcredenziali

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*Micro credenziali e apprendimento digitale.
Opportunità e sfide per la didattica universitaria europea.*

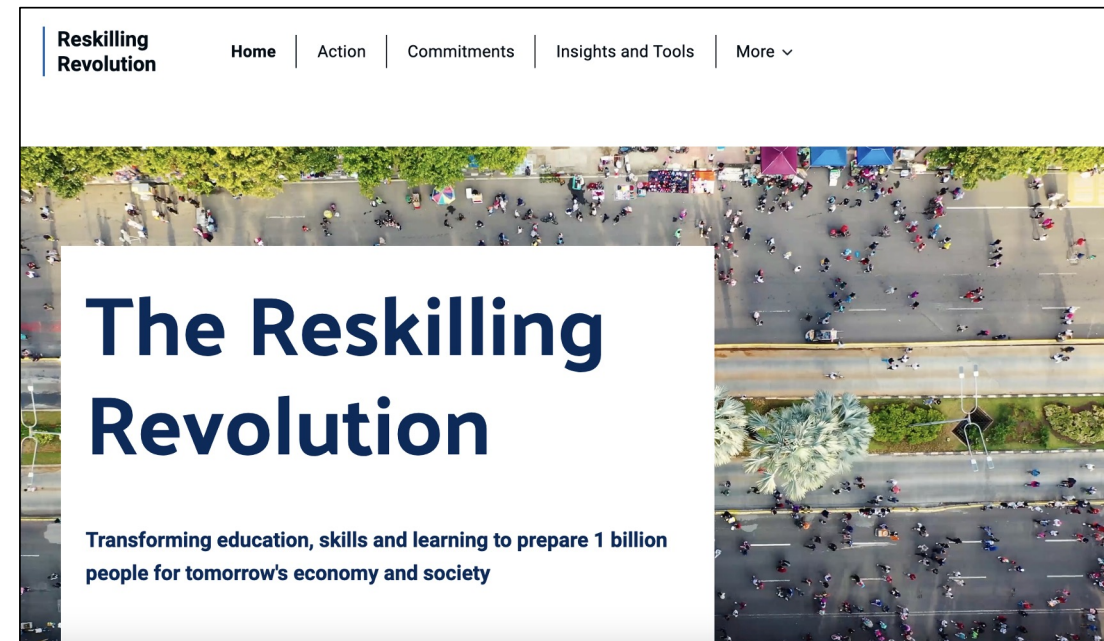
1° Aprile 2025, Macerata, Italia



Why attention on micro-credentials in public policies?



- ❑ Enhancing Workforce Skills
- ❑ Increasing Employability
- ❑ Promoting Lifelong Learning
- ❑ Supporting Innovation and Entrepreneurship
- ❑ Strengthening the Education System
- ❑ Demographic changes
- ❑ Postcovid recovery
- ❑ Green and digital transition
- ❑ Inequalities in access to adult education
- ❑ Role of e-learning and of digital education
- ❑ Part of the discussion on flexibilisation of Higher Education

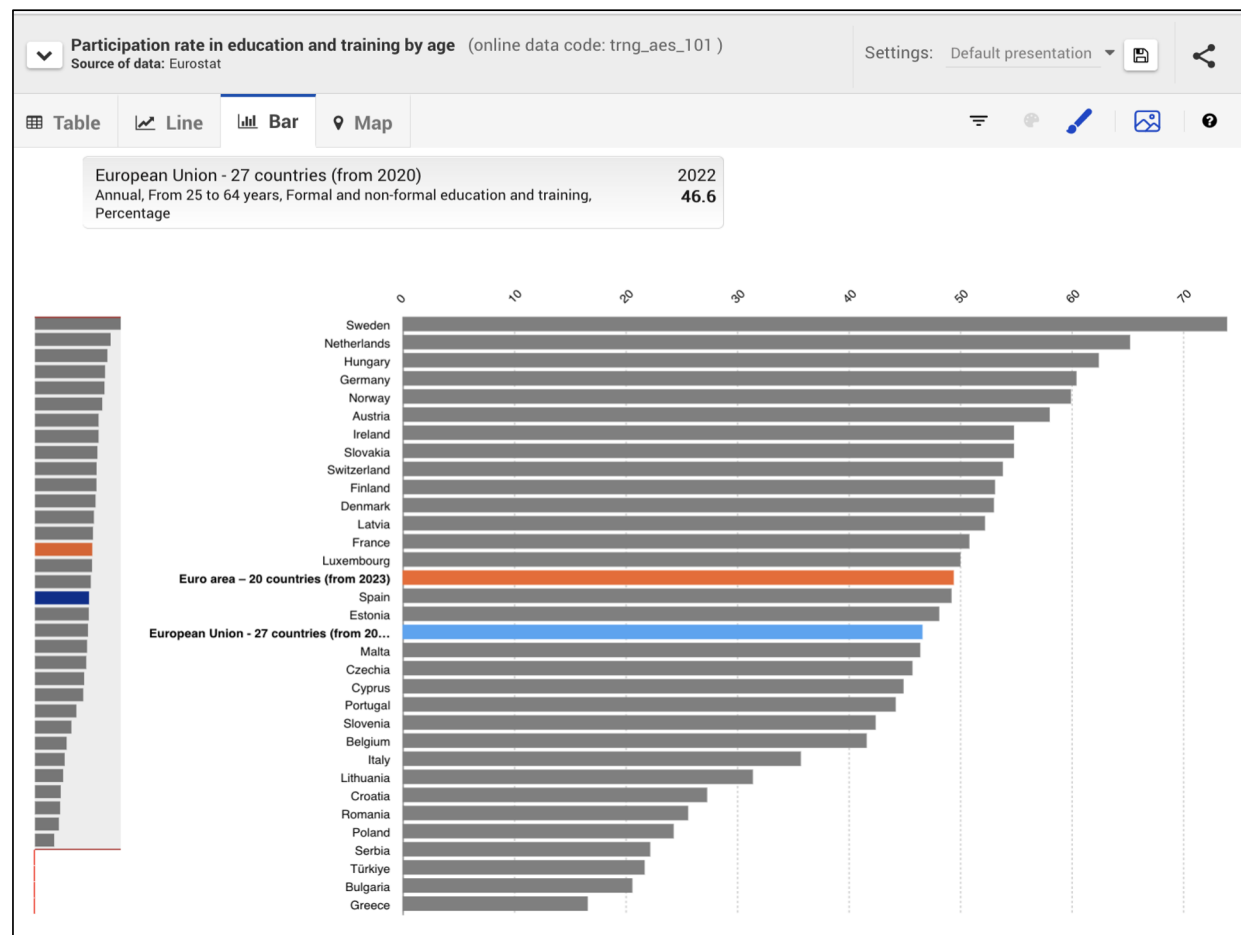


Source: <https://initiatives.weforum.org/reskilling-revolution/home>



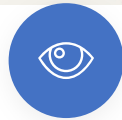
Low participation in adult education

In 2022, the share of people aged 25 to 64 in the EU who had participated in education or training in the previous 12 months was 46.6% (higher than in 2016: 43.7%). The importance of adult learning is reflected in the **EU-level target** that at least 60% of all adults should be participating in training every year by 2030 (European Pillar of Social Rights).



Source: [Eurostat](#)

Not a new concept as such...



From short learning experiences...

- ▣ Present in legislation of some European countries: not specific regulation but allows for the provision of micro-credentials (as defined in the European approach to MCs)
- ▣ Some examples:
 - Short courses targeted at labour market needs
 - Short courses to gain skills and competences for the teaching profession
 - Single course / module within a full study programme / degree
 - Courses in the framework of Life Long Learning (LLL) and adult education

For an evidence-based approach: Micro-credentials and Bologna Key Commitments. State of play in the European Higher Education Area (35 countries, February 2021), MICROBOL project

...but a new boost and a shift in the vision



...to micro-credentials

A new boost and a shift in the vision:

The learner at the centre, focusing on skills and competences.

- Importance of upskilling and reskilling, according to rapidly evolving skills demand
- Flexibilisation and modularisation of HE – not alternative but complementary to full degrees
- Collaboration between HEIs or between HEIs and other education providers
- term 'micro-credentials' to encompass many different terms for the short learning provision in use in the EHEA countries
- standardise micro-credential features to enhance their quality, recognition, portability, relevance and use.
- An opportunity to rethink higher education role in lifelong learning.

Definition of micro-credentials

'Micro-credential' means the **record of the learning outcomes** that a learner has acquired following a **small volume of learning**. These learning outcomes will have been **assessed** against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with **specific knowledge, skills and competences** that respond to societal, personal, cultural or labour market **needs**. Micro-credentials are **owned** by the learner, can be **shared** and are **portable**. They may be **stand-alone or combined** into larger credentials. They are underpinned by **quality assurance** following agreed standards in the relevant sector or area of activity.

Source: Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022)



Methodological Steps

Documents collection

Collect a set of **micro-credential courses** in different open database



1,048
micro-credentials

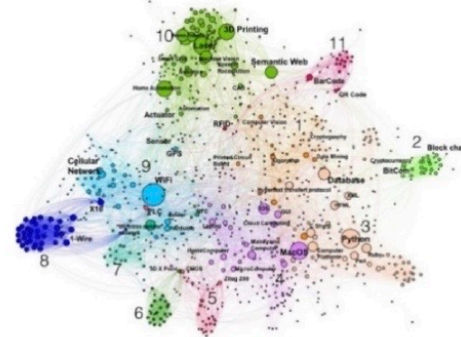
Data Pre-processing

Each **description** of micro-credential is **pre-processed** and **analysed** by experts to extract the **learning outcomes**

tourists, the third **CRDINAL** most visited in the **European Union ORG** , and the most popular tourist destination in I
[13] Its historic centre is listed by **UNESCO ORG** as a **World Heritage ORG Site** [14] Host city for the **1960 DATE**
Summer Olympics EVENT . **Rome GPE** is also the seat of several specialised agencies of the **United Nations ORG**
, such as the **Food and Agriculture Organization ORG** (**FAO ORG**), the **World Food Programme ORG** (**WFP**
ORG) and the **International Fund for Agricultural Development ORG** (**IFAD ORG**). The city also hosts the
Secretariat of the **Parliamentary Assembly ORG** of the **Union for the Mediterranean[15]** (**UfM ORG**) as well as the
headquarters of many international business companies such as **Eni ORG**, **Enel GPE**, **TIM ORG**, **Leonardo**
S.p.A. ORG , and national and international banks such as **Unicredit ORG** and **BNL ORG**. **Rome GPE** 's **Fi**
GPE business district is the home of many companies involved in the oil industry, the pharmaceutical industry and finan
services. The presence of renowned international brands in the city have made **Rome GPE** an important centre of fa

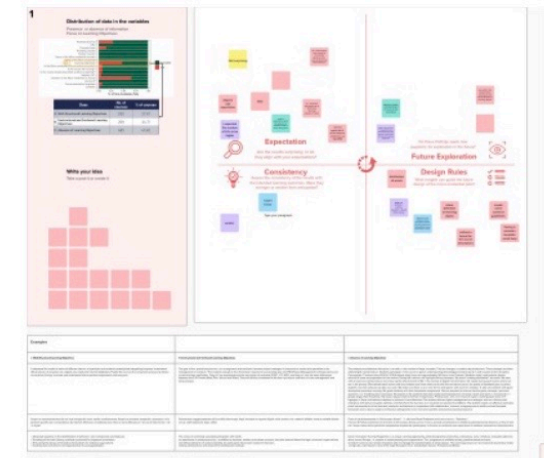
Data Analysis

Analyze the metadata and text of learning outcomes using **Text Mining**



Results Summarization

Organize a **workshop** with experts to **summarize** the results



Learning outcomes

We carefully analyze each course description to extract **learning outcomes**, deriving 3 classes

	Class	No. of courses	% of courses
A	Well-Structured Learning Objectives	290	27.67
B	Unstructured and Confused Learning Objectives	259	24.71
C	Absence of Learning Objectives	483	47.62

The percentage of missing data for **learning outcomes** is relatively **high**

Standard elements



- ❑ identification of the **learner**
- ❑ **title** of the micro-credential
- ❑ **country(ies)/region(s)** of the issuer
- ❑ **awarding body(ies)**
- ❑ date of issuing
- ❑ **learning outcomes**
- ❑ notional **workload** needed to achieve the learning outcomes (in European Credit Transfer and Accumulation System – ECTS, wherever possible)
- ❑ **level** (and cycle, if applicable) of the learning experience leading to the micro-credential (European Qualifications Framework, Qualifications Frameworks in the European Higher Education Area), if applicable
- ❑ type of **assessment**
- ❑ form of participation in the learning activity
- ❑ type of **quality assurance** used to underpin the micro-credential

Source: Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022)

Microcredentials for Higher Education Institutions

Rome Communiqué

«Explore how and to what extent these smaller, flexible units, including those leading to micro-credentials, can be defined, developed, implemented and recognised by our institutions using EHEA tools»

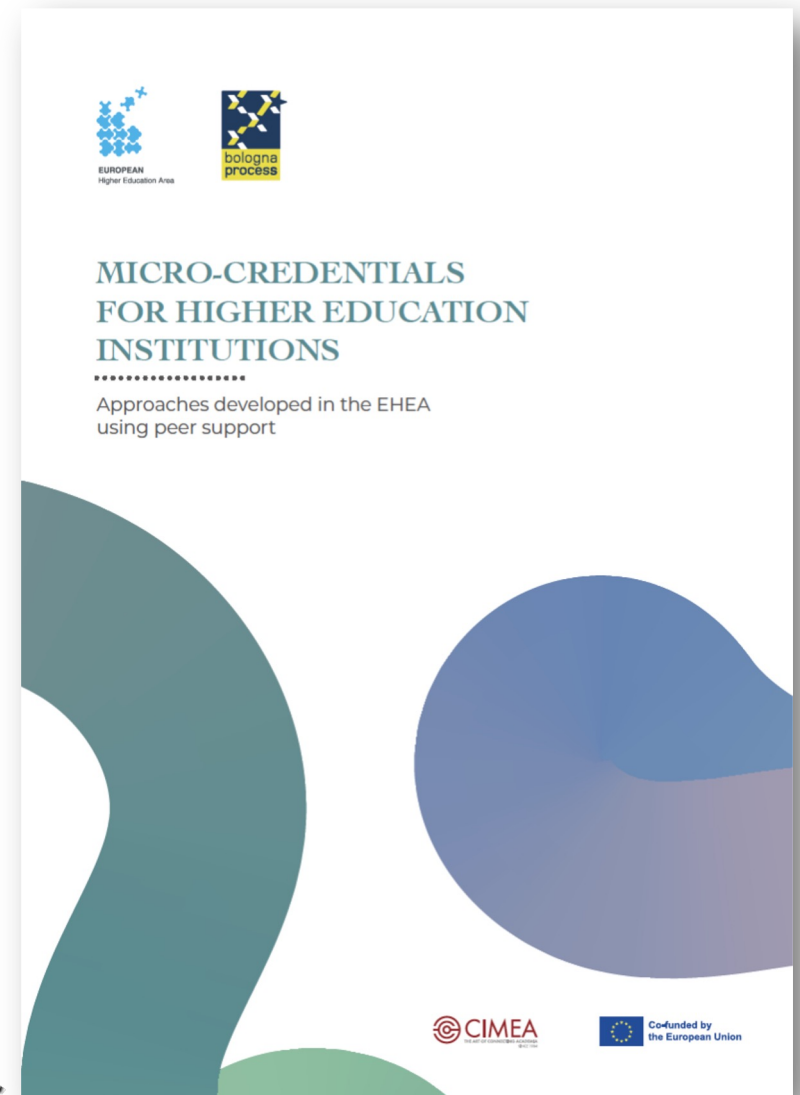
Targeted to HEIs

Hands on tool to support higher education institutions in the process of designing, implementing, awarding and recognising quality-assured micro-credentials

Joint document

Bring together the results of the work of the three EHEA Thematic Peer Groups

Builded on guiding questions





Italy

Micro-credentials in higher education

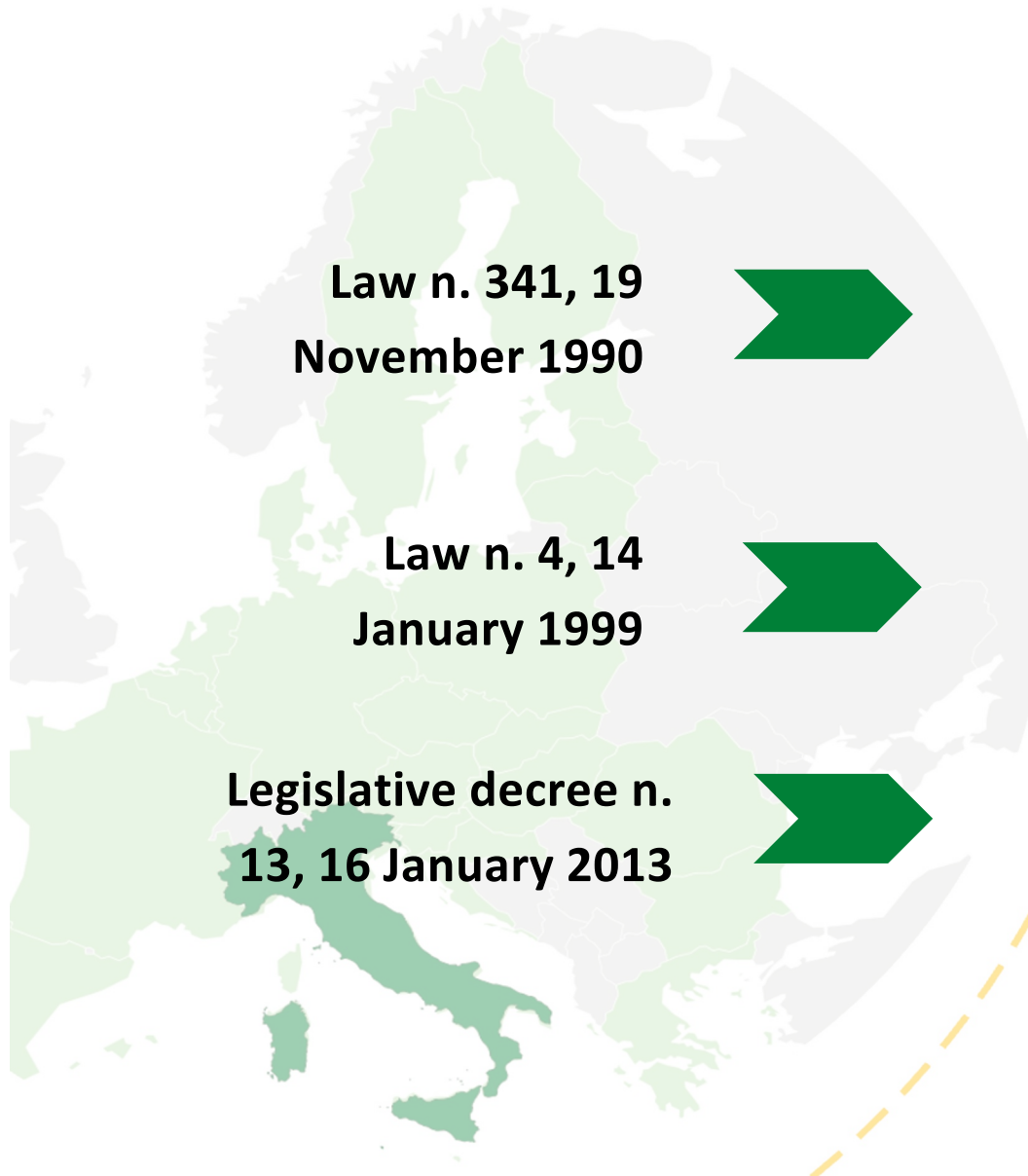
1. Diplomi di perfezionamento and training programmes

The current system envisages permanent and recurrent training certificates/diplomas (advanced training courses) established pursuant to Art. 6 of Law 341/1990 and Art. 1(15) of Law 4/1999.

2. **Issuing of certificates** against the performance of individual examinations or the completion of a specific number of credits.

3. Micro-credentials now inserted in the National Qualifications Framework referenced to European Qualifications Framework.

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**Law n. 341, 19
November 1990**



**Law n. 4, 14
January 1999**



**Legislative decree n.
13, 16 January 2013**



Legislative framework

short courses, lifelong learning programmes, and cultural activities aimed to train adult learners and workers by HEIs

reinforced role of interdisciplinary and lifelong learning courses (e.g. corsi di perfezionamento)

general rules for the validation and certification of formal and informal learning



Micro-credentials

'Micro-credentials' are 'qualifications consisting of one or more competences, constitutive of broader qualifications, issued, within the NSCC, as a result of short-term learning paths, also of a flexible, personalised and modular nature'.

Ministry of Labour and Social Policies

Ministry of Education and Merit

Ministry for Universities and Research

* NSCC: National System for Certification of Competences



Micro-credentials referenced in the Italian NQF

“... the Public Competent Authorities, when submitting their referencing request for a qualification under their responsibility may submit, referencing proposals for each competence of which the qualification is composed (microqualifications), [...] in order to promote a richer, more inclusive and personalized lifelong learning public offer...”

* Italian NQF: QNQ - Quadro Nazionale delle Qualifiche

SUB-ARTICULATION OF LEVEL	DESCRIPTION
0	Micro-credential composed of one or more competences of a broader qualification.
1	Qualification that does not allow direct access to next-level formal learning pathways.
2	Qualification that allows direct access to next-level formal learning pathways.
3	Specializing qualifications of a type 1 or 2 qualification or vocational training qualifications, which do not allow direct access to next-level formal learning pathways.
4	Specializing qualifications of a type 1 or 2 qualification or vocational training qualifications, which allow direct access to next-level formal learning pathways.
5	International qualifications not included in the National Repository.



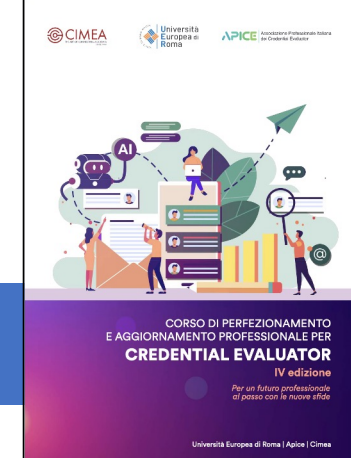
Internal sub-articulation of each of the 8 levels of the Italian NQF to distinguish further specificities of qualifications belonging to the same level

A country example: microcredentials for credential evaluators in Italy (2020, 2021, 2022, 2023, 2024)



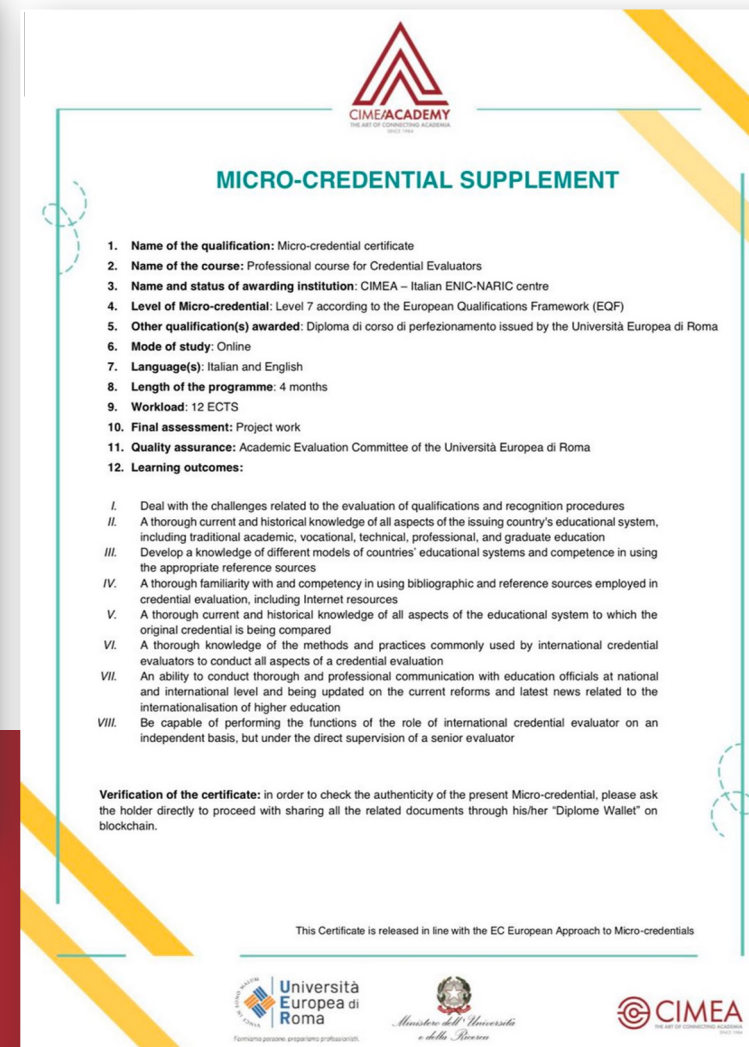
Scope: to gain advanced professional skills in the management and resolution of problems arising from the evaluation of qualifications and recognition procedures.

- around 200 participants coming mainly from student offices and international relations offices of Italian HEIs.
- A way to build awareness and to push the recognition of micro-credentials in the HE sector.



Source: CIMEA

Micro-credential awarded





Thank you!

