



# **Procedure for Issuing Micro-Credentials at Lodz University of Technology**

Work Package 3 - Activity 3.2

EQUINI project

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# 1. INTRODUCTION

This document presents the official Procedure for Issuing Micro-Credentials at Lodz University of Technology (TUL), providing a comprehensive framework for the organization, delivery, and certification of short forms of education. The procedure covers the full lifecycle of micro-credentials, from planning and application submission, through formal verification, implementation, issuance, programme evaluation, and archiving, to continuous improvement. It ensures transparency, accountability, and alignment with European standards, including the European Qualifications Framework (EQF), the Polish Qualifications Framework (PQF), the European Approach to Micro-Credentials and principles of the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area).

A key component of the procedure is the embedded quality assurance loop, structured around six stages: Submission of Application, Formal Verification, Review & Decision, Delivery, Report & Satisfaction Survey, and Analysis & Improvement. This continuous improvement mechanism guarantees that learning outcomes are clearly defined, assessed, and formally recognized, while participant and instructor feedback informs iterative enhancements to programmes.

The procedure also reflects collaborative experience: while TUL is responsible for issuing micro-credentials, project partners actively contributed to curriculum design, outcome mapping, assessment, and programme evaluation, gaining practical insights transferable to their own institutional contexts. Overall, the procedure supports lifelong learning, fosters a culture of quality and transparency, and provides learners with verifiable, portable recognition of their competencies.

## 1.1. Overview of the Micro-Credential Procedure

The procedure systematizes activities related to the organization of short forms of education at Lodz University of Technology. It covers the entire process, from submitting an application, through implementation, to the issuance of micro-credentials and ensuring their quality. The document defines rules for all organizers of short forms of education, including modules, courses, trainings, workshops, and seminars, as well as rules for issuing documents certifying the achievement of intended learning outcomes.

The procedure described below is based on the guidelines included in the Rector's Ordinance regarding the principles of organizing and conducting short forms of education culminating in a micro-credential.



The procedure responds to the increasing need for flexible, modular, and verifiable learning opportunities within higher education, in line with European Union recommendations and international best practices. Micro-credentials acknowledge specific skills and competencies, including transversal skills such as emotional intelligence, teamwork, intercultural awareness, and inclusion, that are essential for personal development, professional success, and active participation in society.

The procedure ensures that all micro-credentials issued by Lodz University of Technology:

- comply with the Council Recommendation on a European approach to micro-credentials (2022);
- are aligned with the European Qualifications Framework (EQF) and Polish Qualifications Framework (PQF);
- meet rigorous quality assurance standards, guaranteeing transparency, consistency, and credibility, reflecting the principles of the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area);
- include mandatory metadata, such as title, issuing body, learning outcomes, workload, level, assessment method, form of learning, date of issuance, and validity period, in line with European guidelines.

This document serves multiple audiences: academic and administrative staff responsible for planning and coordinating short forms of education, internal quality assurance bodies, and learners seeking formal recognition of their competencies. It provides step-by-step guidance covering the entire lifecycle of a micro-credential, from planning and application submission, through implementation and assessment, to issuance, archiving, and ongoing programme improvement.

By formalizing the process of awarding micro-credentials, this procedure contributes to the enhancement of lifelong learning pathways, recognition of transversal and specialized competencies, and promotion of employability and professional mobility. It also supports the broader mission of Lodz University of Technology to provide innovative, inclusive, and learner-centered education responsive to evolving social and labour market needs.

Overall, the procedure represents a strategic tool for integrating micro-credentials into higher education practice, ensuring that learners receive meaningful, portable, and verifiable recognition of their skills, and fostering a culture of quality, transparency, and continuous improvement across all short forms of education at the university.

## 1.2. Project Implementation and Partner Involvement

All micro-credentials (MCs) developed within the EQUINI project were issued by TUL, within Activity 3.2, which aimed at producing this procedural result. Nevertheless, every project partner actively participated and benefited from the process.

Partners familiarized themselves with the ESCO taxonomy, explored it in practice, and selected appropriate learning outcomes to map against the learning pathways offered within the project. They were also involved in the implementation of the short forms of education, and contributed to the procedure for programme evaluation, including the collection and analysis of feedback, and proposing improvements to ensure the quality and effectiveness of the learning experience.

In this way, partners were engaged in virtually every stage of the micro-credential lifecycle (planning, curriculum design, outcome mapping, assessment, and programme improvement) except for the actual issuance of micro-credentials, which remained the responsibility of TUL.

TUL also developed practical guidance for creating micro-credentials in the Europass platform, ensuring consistency with European standards and transparency of achievement verification. This leadership reflects TUL's institutional capacity to integrate micro-credentials into university practice, while the collaborative work ensured that all partners acquired concrete skills, insights, and practical experience that can be adapted and applied in their own institutional contexts.

In summary, this procedure represents a formally implemented framework at TUL for issuing micro-credentials in short forms of education, while simultaneously serving as a shared learning experience: partners gained hands-on knowledge of the full micro-credential lifecycle, from curriculum design and learning outcome definition to assessment, documentation, programme evaluation, and Europass issuance.

## 2. PROCEDURE FOR ISSUING MICRO-CREDENTIALS AT LODZ UNIVERSITY OF TECHNOLOGY

### 2.1. Definitions and Key Terms

Whenever the following terms are used in this procedure:

1. **“Short form of education”** – refers to other forms of education (excluding postgraduate studies), as defined by law, enabling the acquisition of specialist knowledge and skills in a narrowly defined area, including a module, course (micro-course, micro-module), training, workshop, challenge, or seminar.
2. **“Organizational unit”** – refers to a faculty, university-wide unit, institute, department, or administrative unit within the central administration of Lodz University of Technology.

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3. **“Coordinator of the short form of education”** – refers to the person directly managing and organizing education in the organizational unit conducting a given form of education.
  4. **“Micro-credential”** – refers to a digital certificate confirming the verified achievement of clearly defined learning outcomes corresponding to a defined workload. The outcomes are assessed based on transparent and clearly defined criteria. Micro-credentials are the property of the participant, can be shared and transferred, and may be standalone or combined into larger credentials. Micro-credentials are subject to a quality assurance procedure in accordance with the standards adopted at Lodz University of Technology, consistent with the EU Council Recommendation. A micro-credential is issued via the Europass platform by Lodz University of Technology.
  5. **“Europass”** – refers to a set of online tools enabling educational institutions, including Lodz University of Technology, to issue digital credentials (micro-credentials) and manage documents related to education, training, and professional experience. The purpose of Europass is to support educational and professional mobility in Europe by facilitating the comparison of qualifications, skills, and professional experience across member states.

## 2.2. Process for Organizing and Issuing Micro-Credentials

### STEP 1 - PLANNING A SHORT FORM OF EDUCATION AND PREPARING AN APPLICATION

1. The organizational unit (faculty, institute, department, university-wide unit) decides on organizing a short form of education (course, micro-module, training, workshop, seminar, challenge).
2. The short form of education may be delivered:
  - independently by the unit;
  - in cooperation with external entities (after signing a contract or declaration);
  - jointly with other universities.
3. In cases of collaboration between multiple organizational units, a leading unit is designated, responsible for the overall organization and supervision of a given short form of education.
4. Oversight of the short forms of education is exercised by the Vice-Rector for Education.
5. All short forms of education ending with a micro-credential:
  - have assigned learning outcomes;
  - have a defined number of teaching hours;

- are assigned ECTS points, assuming that one ECTS point corresponds to 25–30 hours of participant workload, including classes organized by the university and individual work related to these classes;
  - are assigned a level in the Polish Qualifications Framework and/or the European Qualifications Framework;
  - have a defined method of verifying learning outcomes;
  - may grant entitlements either indefinitely or with a specified validity period.
6. Awarding a micro-credential requires successful verification of learning outcomes. Attendance alone shall not constitute sufficient grounds for issuance.

## **STEP 2 – SUBMISSION OF APPLICATION**

1. The head of the organizational unit, with the Dean’s consent, submits to the Vice-Rector, via the Centre for Teaching and Learning, the “Application to create/modify a short form of education and appoint a coordinator of the short form of education” at least 21 days before the planned start of the short form of education.
2. Only employees of Lodz University of Technology under an employment contract may act as the coordinator of a short form of education.
3. The coordinator is responsible for the comprehensive organization of the short form of education, including:
  - preparing the educational offer and publishing it on university information services;
  - notifying the Centre for Teaching and Learning of the launch of the short form of education;
  - recruiting participants and collecting required personal data processing declarations;
  - supervising the implementation and organization of the short form of education;
  - organizing and monitoring the verification of learning outcomes;
  - ensuring the proper quality of education;
  - monitoring payment deadlines (if applicable);
  - preparing final documentation, including micro-credentials.
4. The coordinator acts as the primary person responsible for compliance with this Procedure.

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5. The application must include:
    - “Programme of the short form of education” with assigned learning outcomes, teaching hours, and verification methods;
    - “Budget of the short form of education” approved by the Bursar;
    - a contract with the commissioning entity or a declaration confirming the programme and payment arrangements.
  6. Documents are prepared using the applicable templates.

### **STEP 3 – FORMAL VERIFICATION AND REVIEW OF THE APPLICATION**

1. The Centre for Teaching and Learning performs formal and procedural verification of the submitted documentation.
2. The application is submitted for opinion to the University Quality of Education Committee (UQEC).
3. After a positive opinion from the UQEC, the Vice-Rector for Education makes a decision to create or modify the short form of education.

### **STEP 4 - IMPLEMENTATION OF THE SHORT FORM OF EDUCATION**

1. The coordinator prepares the programme description in Polish and English, according to the applicable template, and submits it to the Centre for Teaching and Learning within 14 days of approval.
2. Participants are recruited according to the rules defined in the application.
3. Participants sign GDPR statements and are informed about the option to create a Europass profile.
4. The short form of education is conducted in in-person, online, blended, or hybrid mode.
5. All forms have assigned learning outcomes, ECTS points, levels in the Polish and European Qualifications Frameworks, and clearly defined criteria for verifying learning outcomes which were approved in the application process.
6. The coordinator supervises the verification of learning outcomes and collects participant documentation, including grades and ECTS points.
7. The coordinator prepares a report on the implementation of the short form of education and submits it to the Centre for Teaching and Learning along with the list of participants and their results.

## **STEP 5 - ISSUANCE OF MICRO-CREDENTIALS**

1. Participants who meet the completion criteria receive a digital micro-credential (via the Europass platform) issued by Lodz University of Technology.
2. The Centre for Teaching and Learning creates the micro-credential template on the Europass platform.
3. The micro-credential contains mandatory metadata in line with the European approach to micro-credentials, including the title of the micro-credential, issuing body, learning outcomes, workload, EQF/PQF level, assessment method, form of learning, date of issuance, and validity period (if applicable).
4. Micro-credentials are personalized and authenticated with the university's qualified electronic signature.
5. The document in .jsonld format is sent to the participant's email and/or Europass profile.

## **STEP 6 - PROGRAMME EVALUATION AND IMPROVEMENT**

1. Participant satisfaction surveys are conducted and supervised by the Centre for Teaching and Learning.
2. The coordinator also collects feedback from instructors.
3. The Centre for Teaching and Learning and coordinator analyze survey results and feedback from instructors.
4. Survey results and feedback from instructors serve as a basis for introducing changes to the organization and programme of a short form of education in the next editions.

## **STEP 7 – DOCUMENTATION, WORKFLOW AND ARCHIVING**

1. The coordinator is responsible for the original documentation, which is stored and archived in the organizational unit organizing the given short form of education. Documentation includes:
  - approved Application to create/modify a short form of education and appoint a coordinator;
  - programme of the short form of education;
  - budget of the short form of education, approved by the Bursar;
  - contract or declaration from the commissioning entity (if applicable);
  - financial documentation related to the organization, including payment confirmations and the Financial Report (for paid participation);

- personal data processing statement (for issuance of micro-credentials);
  - information on participant satisfaction surveys and instructor evaluations, prepared according to the templates;
  - report on the organization of the short form with issuance of micro-credentials;
  - graphical representation of the digital micro-credential template issued by the university.
2. The workflow, including the procedure for approval of applications for launching or modifying short forms of education, is conducted via the EZD IT system (Electronic Document Management system).
  3. After the completion of a short form of education, the coordinator is obliged to archive documentation according to the university's filing and archival standards.

The figure below (Figure 1. Process for Organizing and Issuing Micro-Credentials) presents the full institutional process for organizing and awarding micro-credentials at Lodz University of Technology, as detailed in the preceding section of this report. It visualizes all seven steps of the procedure, from the initial planning of a short form of education, through submission of the application, formal verification, institutional review and decision, implementation of the educational offer, issuance of micro-credentials, programme evaluation, and final documentation and archiving.

Each step is depicted as a separate stage, reflecting the responsibilities of the organizational units, coordinators, and university governance bodies involved. The workflow highlights the structured and transparent approach to micro-credentialing, ensuring that all learning outcomes are clearly defined, verified, and formally recognized. The figure emphasizes the link between each stage of the process and the associated quality assurance measures, demonstrating how institutional oversight, systematic evaluation, and continuous improvement are embedded throughout the lifecycle of micro-credentials.

By illustrating the complete workflow, the figure underscores how Lodz University of Technology implements a coherent, standardized, and European-compliant approach to micro-credentials, supporting transparency, accountability, and the verifiable recognition of competencies acquired through short forms of education. It provides readers with a clear overview of the procedural and organizational framework, helping internal and external stakeholders understand the full process from conception to certification.

Figure 1. Process for Organizing and Issuing Micro-Credentials



### 2.3. Procedure for Ensuring the Quality of Micro-Credentials

Within the process of awarding micro-credentials described in the previous section (*Process for Organizing and Issuing Micro-Credentials*), a dedicated quality assurance framework has been embedded to ensure the academic integrity, transparency, and continuous improvement of all short forms of education leading to micro-credentials. This framework is defined in the *Procedure for Ensuring the Quality of Micro-Credentials*, which establishes the internal quality assurance mechanisms applied throughout the entire lifecycle of a micro-credential — from application and approval to delivery, evaluation, and subsequent enhancement — and is presented in Figure 2.

The figure presents the internal quality assurance mechanism developed to support the design, delivery, and certification of micro-credentials. The procedure is structured as a continuous improvement loop covering the following six key stages:

- **Submission of Application**

The process begins with the submission of an application to create or modify a short form of education. This includes the programme description, intended learning outcomes, teaching hours, verification methods, and budget approval. The application is prepared by the organizational unit and submitted via the university’s central system. The coordinator is appointed to oversee the form and ensure compliance with procedural requirements.

- **Formal Verification**

The Centre for Teaching and Learning conducts a formal check of the submitted documents, ensuring completeness, accuracy, and adherence to templates and institutional standards. This step verifies that all necessary documentation, agreements with external partners, and compliance requirements are properly addressed.



- **Review & Decision**

The University Quality of Education Committee (UQEC) reviews the application in detail, evaluating its academic and organizational quality. Based on the committee's opinion, the Vice-Rector for Education makes the formal decision to approve, modify, or reject the proposed short form of education.

- **Delivery**

The approved short form of education is implemented by the coordinator. This includes recruiting participants, conducting the course in-person, online, blended, or hybrid, and supervising the verification of learning outcomes. The coordinator ensures that teaching and learning activities follow the planned schedule, maintain academic standards, and align with the defined learning outcomes.

- **Report & Satisfaction Survey**

After completion, the coordinator compiles a report detailing participant attendance, achieved learning outcomes, and the alignment of delivery with the planned objectives. Participants complete satisfaction surveys, and instructors provide feedback. This stage gathers qualitative and quantitative data on the effectiveness, engagement, and quality of the short form.

- **Analysis & Improvement**

The collected data, including survey results and instructor feedback, is analyzed collaboratively by the Centre for Teaching and Learning and the coordinator. Insights are used to refine course design, improve delivery methods, update verification procedures, and inform future iterations of the programme. This stage closes the loop, ensuring continuous quality improvement in line with institutional and European standards.

This model ensures that each short form of education is subject to prior formal and substantive verification, transparent institutional decision-making, monitored implementation, and systematic evaluation. Particular emphasis is placed on participant feedback and structured analysis of results, which directly inform programme improvements in subsequent editions.

By embedding this quality loop into the institutional micro-credential framework, the procedure guarantees transparency, accountability, compliance with European standards, and continuous enhancement of the educational offer in line with the European approach to micro-credentials.

The quality loop is fully aligned with the European Approach to Micro-Credentials, particularly with regard to transparency of learning outcomes, workload expressed in ECTS, level referencing to EQF/PQF, and clear assessment and certification criteria. At the same time, it reflects the principles of the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area) by embedding internal quality assurance, stakeholder involvement, documented procedures, and continuous improvement mechanisms into institutional practice.

**Figure 2. Procedure for Ensuring the Quality of Micro-Credentials**



### 3. SUMMARY

The Procedure for Issuing Micro-Credentials at Lodz University of Technology provides a comprehensive institutional framework for the design, delivery, and certification of short forms of education. Within the project, twelve learning pathways were developed and fully described following the TUL micro-credential procedure. Of these, nine pathways resulted in the issuance of a total of 79 micro-credentials on the Europass platform, while the remaining three pathways, implemented in 2024 during the finalization of the procedure, were awarded participation certificates only.



All twelve pathways underwent systematic evaluation, including participant feedback, instructor input, and assessment of learning outcomes. The insights gained informed programme improvements, ensuring that descriptions, verification methods, and alignment with learning outcomes were refined and optimized. These enhancements were subsequently incorporated into the project deliverable within Activity 3.1. *Standard Descriptions of the EQUINI Learning Pathways*, reflecting a fully operational and quality-assured micro-credentialing framework.

This experience demonstrates the practical feasibility of implementing a structured micro-credential procedure within higher education institutions. It highlights the benefits of combining rigorous quality assurance, systematic documentation, and iterative programme improvement to ensure that learners receive transparent, verifiable, and meaningful recognition of their competencies.

The results provide a replicable model for other institutions seeking to integrate micro-credentials into modular, flexible, and learner-centered educational offerings.