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New professional standards for future-oriented teachers: the teff Academy model¹²

Nuovi professional standards per gli insegnanti del futuro: il modello teff Academy

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ABSTRACT

Initial Teacher Education and Teachers' Professional Development are considered strategic issues at a global level to ensure qualified teachers and high-quality education systems. The paper presents a model designed by the Erasmus+ Teacher Education for a Future in Flux (teff) Academy to provide teachers with training and professional development opportunities oriented towards professional standards, focusing on digitalisation, sustainability, diversity and inclusion, and well-being. The design process has entailed the following steps: selection of professional standards based on literature and European competence frameworks (if any); identification of Intended Learning Outcomes (ILOs) addressed towards the achievement of the professional standards; design of teaching and learning methods to achieve ILOs and of assessment methods and tools. The paper will present the detailed design process and offer concrete examples of professional standards and defined ILOs focused on digital skills, sustainability, diversity and inclusion, and well-being.

Keywords: initial teacher education, professional standards, intended learning outcomes.

RIASSUNTO

La formazione iniziale e lo sviluppo professionale degli e delle insegnanti sono considerati temi strategici a livello globale per garantire insegnanti qualificati e sistemi educativi di qualità. Il contributo presenta il modello progettato dalla Academy Erasmus+ teff - Teacher Education for a Future in Flux per offrire agli insegnanti opportunità di formazione iniziale e sviluppo professionale orientate allo sviluppo di standard professionali incentrati su digitalizzazione, sostenibilità, diversità e inclusione, e benessere. La progettazione ha seguito le seguenti fasi: la scelta degli standard professionali a partire dalla letteratura e collegati a quadri di competenza europei, ove presenti; l'identificazione dei risultati di apprendimento attesi per il raggiungimento degli standard professionali; la progettazione di metodi di insegnamento e apprendimento allineati e di metodi e strumenti di valutazione. Il contributo presenterà dettagliatamente il processo di progettazione e offrirà esempi concreti di standard professionali e risultati di apprendimento su competenze digitali, sostenibilità, diversità e inclusione e benessere.

Parole chiave: formazione iniziale insegnanti, standard professionali, risultati di apprendimento.

1. THE TEACHING PROFESSION IN EUROPE

Initial Teacher Education and Teachers' Professional Development are considered a strategic issue at a global level to ensure qualified teachers and high-quality education systems (European Commission/EACEA/Eurydice, 2018, 2021; UNESCO, 2023). Teachers play a key role in achieving

Sustainable Development Goal 4, namely that of inclusive and equitable quality education, facing societal challenges related to diverse and mobile classrooms in a rapidly changing world.

Despite the centrality of the teaching profession, European and international reports and documents unanimously outline the contours of a professional field in many respects in crisis, highlighting three phenomena that affect it globally. The first phenomenon concerns the shortage of qualified professionals (European Commission/EACEA/Eurydice, 2018; UNESCO-International Task Force on Teachers for Education 2030, 2023). In recent years the problem of teacher shortages has been capturing the attention of sociologists, economists and education scholars, who have sought to understand its causes and study possible solutions (Ingersoll, 2001; Santiago, 2002; Birkeland & Peske, 2004; Tigchelaar *et al.*, 2010; Sutchter *et al.*, 2019). The relevance of the topic may be seen by the increase in the last two years of reports dedicated exclusively to the teacher shortage published by both UNESCO (2023) and the European Commission (De Witte *et al.*, 2023).

A second phenomenon afflicting teaching is often presented in connection with the first, namely the drop in attractiveness of the profession, or a drop in the overall attractiveness of the teaching career compared to other careers (Santiago, 2002). The 2021 European Commission/EACEA/Eurydice report highlights how education systems across Europe face a vocational crisis in the teaching profession, made more complex by the new challenges faced by teachers.

A third phenomenon affecting global education systems is the ageing of the teaching population. This problem was an additional element of vulnerability for schools during the health emergency, resulting in an increased likelihood of older teachers being severely affected by COVID-19 and possible reduced responsiveness to the need to switch to distance teaching and learning modes (European Commission/EACEA/Eurydice, 2021).

These three factors highlight the potential vulnerability of a professional figure considered to be a pivotal element in the quality of education systems at a time when it appears increasingly urgent to figure out how to improve education systems to ensure new competencies for young (and older) generations to provide an adequate response to the rapid social, technological, economic and political changes characterising our era.

In this complex framework, what professional standards are expected to be reached by teachers to face new educational challenges? How can initial training and professional development accompany future and in-service teachers, equipping them with the needed knowledge and skills?

The *teff* Teacher Academy has taken up this issue. *Teacher Education for a Future in Flux*, funded by the Erasmus+ programme, is aimed at designing training and professional development opportunities for future and in-service teachers guided by professional standards.

2. THE RESEARCH CONTEXT: THE ERASMUS+ *TEFF* TEACHER ACADEMY

The *teff* Academy is a consortium of ten European universities, their partner schools, further education institutions, and government institutions dedicated to developing and strengthening cross-phased and inter-disciplinary teacher education. *teff* is a trans-institutional and trans-national collaborative network that adopts two existing university and school networks: the successfully operating *Teacher Education Network* (TEN) based at the University of KU Leuven (working with the universities of Cologne, Helsinki, Leuven, Oslo, Saxion, and Utrecht) and the *European University for Well-being Alliance*, EUniWell (with universities from Cologne, Florence, Kalmar/Växjö, Murcia, and Nantes). Further educational institutions include the Teacher Training

School of Nantes University (Inspé) and the Pacemaker Initiative from Germany.

The Erasmus+ Academies' main goal is to tangibly contribute towards a more attractive teaching profession through its manifold, agile and life-long learning opportunities for students and in-service teachers. *teff* does so using its existing base of partner cooperation and collaboration enabling exchanges between target groups on multiple levels, with a colourful palate of learning opportunities designed to equip teachers with the relevant skills for their profession.

The main goals of *teff* are to:

- empower pre-service and in-service teachers with futures literacy for an increasingly unpredictable and challenging world, by drawing on skilling and research-oriented training from different disciplines;
- provide teachers across Europe with innovative formats and spaces for continuous professional development;
- optimise existing lifelong learning opportunities for students and teachers already in the workforce;
- enable network collaboration amongst teachers, student teachers, training providers, and the different public actors involved in teacher training;
- increase the attractiveness and relevance of the teaching profession as it deals with social, green, digital and well-being developments in Europe; and
- contribute to the goals of the European Education Area and the long-term development of European Teacher Academies.

The *teff* model framework serves the above target groups by placing teacher training and continuous professional development at the centre of a cross-phased learning process. The Academy views cross-phased as the tangible cooperation of pre- and in-service teachers and encompassing all aspects of becoming and remaining a teacher as well as the teacher's well-being throughout. *teff* aims to design teaching and learning opportunities that are suitable for an increasingly unpredictable and challenging world, by drawing on skilling and research-oriented training from different disciplines. Under the *teff* proposal, the design of all teaching and learning opportunities will be oriented towards the development of professional standards for teachers of the future, both for student teachers at the university level and in-service teachers at the school level.

3. THE RESEARCH DESIGN: FROM THE DEFINITION OF PROFESSIONAL STANDARDS TO THE DESIGN OF LEARNING OPPORTUNITIES FOR INITIAL TEACHER EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT

The development of *teff* and the Teacher Academy project in terms of intervention has sought the answer to the following Teacher Academy's question: how to train future-oriented teachers?

The first steps of an intervention-research action on professional standards for future-oriented teachers are presented below. Intervention-research was chosen as a suitable research strategy, and the research problem arose and was defined jointly between researchers and in-service teachers, members of the project team (Trincherò, 2002; Colucci, Colombo & Montali, 2008; Gillet & Tremblay, 2017). The intervention-research also aims to foster the acquisition of awareness of the topic/problem and the development of self-assessment skills, in this case, regarding professional

standards and the achievement of consistent Intended Learning Outcomes. The researchers, as expected, provide the methodological skills necessary for the research development.

The definition of new professional standards was considered as the starting point for the advancement of teachers' professional profiles and, consequently, for the definition of learning opportunities to provide for both Initial Teacher Education and Continuing Professional Development.

First, within the *teff* project, the literature on professional standards was explored to understand how professional standards are currently implemented in educational contexts.

Second, after an overview of the literature on professional standards, National frameworks of the partner countries were explored and compared to identify new standards for the teachers of the future.

Third, *teff* learning opportunities were designed, guided by a common outcomes-based approach as described below to facilitate design, assessment and recognition of achieved learning outcomes in the teacher education field.

This contribution will focus on these first three steps, but consistent with an intervention-research design, further steps are planned. In-service and future teachers will be involved in training opportunities designed according to professional standards and related learning outcomes. After this phase, a group of in-service and future teachers will be selected to investigate, via focus groups, the effects of learning opportunities based on professional standards and the repercussions in their professional practice or university careers. At the same time, focus groups with researchers and teacher trainers engaged in the design process will be organised to investigate the challenges and potentials encountered during the design and recognition phases and thus improve, according to the circularity inherent to intervention research, future designs.

3.1. Literature overview on professional standards

The definition of professional standards for teachers is recognised as crucial for improving initial education, professional development, and overall education quality (European Commission/EACEA/Eurydice, 2006; 2021; CEPPE, 2013; AITSL, 2015; Révai, 2018).

The concept of professional standards has evolved through various national and international frameworks. One of the earliest formal definitions was provided by the InTASC model (1992), developed by the Interstate Teacher Assessment and Support Consortium (InTASC). This framework established ten core competencies outlining what teachers should know, do, and value, thus marking a significant step in defining professional standards as measurable competencies guiding both teaching practice and teacher development.

Later, Ingvarson (2002) refined this idea by portraying professional standards as clear expressions of teacher competencies, crucial for setting expectations regarding teaching effectiveness and ongoing professional learning.

Similarly, in 2007, the Training and Development Agency for Schools (TDA) structured these standards into concise statements delineating a teacher's attributes, knowledge, understanding, and skills, establishing clear expectations for professional growth.

Scholars generally agree that standards serve as evidence of teachers' competencies, defining what educators should know and be able to do (Ingvarson, 2002; Toledo *et al.*, 2017). Professional standards are not static knowledge statements, but rather dynamic performances, processes of knowledge and identity creation enacted in classrooms (Mulcahy, 2011).

Many countries integrate quality assurance mechanisms with these standards to assess teacher candidates, in-service teachers, and teacher education programmes (Toledo *et al.*, 2017). The CEPPE (2013) research highlights that standards are more effective when developed with the active involvement of teachers, and a broad consultative process increases their credibility and legitimacy. The OECD suggests that standards should be continuously updated to incorporate new educational research and adapt to emerging needs (Révai, 2018).

The literature overview also reveals that professional standards serve multiple interconnected functions that extend beyond merely listing competencies. They can be understood as *professional values*, representing shared ideas and values within the teaching profession (Ingvarson & Kleinhenz, 2007) or as *measures of performance*, as tools for quantifying teaching performance, including content standards (knowledge and skills required), measurement methods (observations, assessments, portfolios), and performance thresholds (criteria indicating standard achievement) (Ingvarson & Kleinhenz, 2007). Furthermore, they can be understood as *quality control tools* within evaluation systems for candidate and in-service teachers, categorising them by coverage (generic vs. specific standards) and purpose (basic vs. advanced competencies) (Toledo *et al.*, 2017) or *policy instruments* shaping professional learning programmes and quality assurance processes at national and international levels (CEPPE, 2013; Révai, 2018).

The literature underlines the fact that several factors influence the effectiveness of professional standards. Forde *et al.* (2016) emphasise the need to design standards that are understandable, adaptable to different educational contexts and developed through a participatory process with teachers. Although standards are designed to improve teaching quality, their implementation is often filtered through bureaucratic and political logic (Lewis *et al.*, 2019), and their effectiveness depends on how they are used and the extent to which professionals identify with the standard itself (Ceulemans *et al.*, 2012).

Additionally, the implementation of professional standards varies significantly across different educational systems. The OECD report *Learning Standards, Teaching Standards and Standards for School Principals* (CEPPE, 2013) provides an overview of the use of teaching standards in national and subnational education systems. Many countries have developed frameworks to regulate the different stages of teacher training and career progression. In the United States, InTASC has introduced standards for teacher licensing, evaluation, and development (2011; 2013). In Australia, the United Kingdom and Scotland, regulatory frameworks outline the competencies required at various career levels (AITSL, 2011, 2018; ETF, 2022; GTCs, 2022). The ISCED-T framework (UNESCO, 2021) has further contributed to the international alignment of teacher education.

This overview reveals that the methodological use of standards varies significantly depending on how they are developed, implemented and perceived. Only an approach that values the active role of teachers can make standards effective tools for improving the quality of teaching. The balance between regulation and autonomy, together with a flexible and contextualised use of standards, is essential to prevent them from becoming instruments of bureaucratic compliance. Finally, the integration of authentic professional learning practices based on evidence and dialogue with the educational community is crucial for transforming standards into tools for continuous improvement.

3.2 The *teff* approach to professional standards

After the overview of the literature on professional standards, based on a previous comparative analysis of national professional standards frameworks commenced within the *European University for Well-being Alliance* (Del Gobbo *et al.*, 2023), professional standards of the *teff* partner countries have been explored to identify commonalities and divergences among the National models. Based on a common grid, approaches and models related to Initial Teacher Education (ITE) and Continuing Professional Development (CPD) have been mapped. Comparing professional standards provided by educational systems, some fundamental standards appear to be transversal and common to many national frameworks (Del Gobbo *et al.*, 2023; Del Gobbo, Frison, & Springob, in press). The analysed frameworks mainly refer to: *content knowledge*; *instruction planning* (designing instruction to support the achievement of rigorous learning outcomes); *instructional strategies* (mastering teaching and learning methods and creating appropriate learning environments); *assessment strategies* (selecting and using various assessment and self-assessment methods); *school organisation* (collaborating with colleagues and actively participating in school management); *learner development* (understanding and monitoring students' growth and development); *professional learning and ethical practice* (taking responsibility for professional development); *leadership and collaboration* (taking on leadership roles, working with students, families, colleagues, and the community to support student growth and enhance the teaching profession).

So, how can the *teff* Academy encourage the development of new professional standards rendered necessary by educational challenges related to sustainability, digital skills, well-being, diversity and inclusion, not yet mentioned in the National frameworks? How can *teff* learning opportunities aimed at students and in-service teachers support a common development of new professional standards adopting a cross-national, cross-phase and cross-cultural approach?

To ensure a common approach, the design of *teff* learning opportunities has followed an outcomes-based approach, clearly stating from the outset not what the teacher/trainer is going to teach, but what the outcome of that teaching/training is intended to be. This is expressed as the Intended Learning Outcome (ILO), which is a statement of what the learner is supposed to be able to do, and to what standard" (Biggs & Tang, 2011). Following a constructive alignment approach, fully aligned, active, experiential, and participatory teaching and learning methods have been proposed to achieve the ILOs, using aligned assessment methods and tools (Biggs & Tang, 2007).

Within the *teff* Academy, the outcomes-based and constructive alignment approaches have three fundamental goals:

- first, to ensure a common framework and a common approach to the design of learning opportunities addressed to students and in-service teachers;
- second, to design learning opportunities guided by learning outcomes related to professional behaviour expected as professional standards in the school sector;
- third, to secure and foster public trust among education providers around Europe and beyond offering a common frame for the assessment and recognition of achieved standards.

Under the four main work packages of the *teff* project, focusing on digital skills (WP3), sustainability (WP4), diversity and inclusion (WP5) and well-being (WP6), each WP team is variably composed of

scholars, teacher educators and teachers involved in the definition of learning opportunities for students and in-service teachers³.

According to the outcomes-based approach and the principle of constructive alignment (Biggs, 2014), each WP team was invited to:

1. analyse theoretical and/or methodological frameworks on digital skills, sustainability, diversity and inclusion, and well-being, if any (e.g. DigComp, GreenComp);
2. formulate professional standards in the field of digital skills, sustainability, diversity and inclusion, and well-being, inspired by these frameworks;
3. formulate Intended Learning Outcomes (ILOs) coherent with professional standards grounded on what teachers (students, early career teachers, in-service teachers) need to achieve;
4. identify Teaching and Learning Activities (TLAs) aligned with ILOs;
5. identify formative and summative assessment strategies and Assessment Tasks (ATs) fully aligned with ILOs and TLAs.

A transversal team (WP2) focused on steering the process, starting from the difficulties - consistent with the literature - encountered in formulating ILOs consistent with professional standards and in defining ATs. To deal with these design challenges, WP teams followed an ad hoc design grid to ensure the model was able to guide the design of all learning opportunities (Table 1).

<i>TEFF Learning Activities - Outcomes-Based Design Grid</i>
<i>Professional Standard(s)</i> Definition of Professional Standards related to the WP.
<i>Intended Learning Outcomes (ILOs)</i> List of Intended Learning Outcomes related to Professional Standard(s) <ul style="list-style-type: none"> ● [The teacher is able] to ● [The teacher is able] to ● [The teacher is able] to
<i>Teaching and Learning activities (TLAs) to achieve ILOs</i> Details of Teaching and Learning Activities aligned to the ILOs
<i>Assessment Tasks (ATs)</i> Details of Assessment Tasks aligned to ILOs and TLAs

Table 1. Outcomes-based design grid serving as a guide for the design of TEFF Learning Activities

3.3 Concrete examples of outcomes-based design for teacher education

One key output of the *teff* Academy is a comprehensive *Guideline Booklet* based on the cooperation of all *teff* partners as a preliminary guiding activity for the coherent design and implementation of all Teaching and Learning Activities (TLAs). Based on agreed professional standards, the booklet presents (a) a method to reach the definition of professional standards and related expected learning outcomes, and (b) a presentation of the provisional content, teaching and learning methods, activities

³ Involving, at the present time (March 2025), 20 people in WP3, 46 people in WP4, 30 people in WP5, and 15 people in WP6. The numbers change, colleagues and/or students join and leave more or less frequently. Teachers in particular are involved in the evaluation of specific products and measures.

and assessment tools. These guidelines function as both a guide for the design of teaching and learning opportunities and a presentation of the *teff* proposal for the students and in-service teachers involved. The guidelines will also ensure that all educational offers within *teff* have a cross-national perspective, and are aligned in terms of standards and expected outcomes. The design of all teaching and learning opportunities oriented towards professional standards is defined and elaborated to move beyond “basic” standards for the education of teachers of the future.

All produced grids (the design process is still in progress) have been collected and analysed to ensure that all *teff* initiatives offer follow the same model and raise among all partners an awareness about the centrality of a common approach to the design of learning opportunities supporting Initial Teacher Education and Continuing Professional Development in different European countries.

teff activities include lecture and seminar series, learning modules, Makerspaces, Educathons, and Urban Laboratories that are developed, tested, researched, and disseminated among all partners. The *teff* Academy’s close-knit cooperation, especially with partnering schools, promises a high impact and sustainable results at the national and European level, both now and in the future. Within *teff*, all present and future challenges are viewed with a European, co-creational focus, in order to better equip pre-service and in-service teachers with the skills and tools required to deal with processes for shaping and performing educational activities at the European level.

Examples related to Digital Skills (WP3 - Table 2) Inclusion and Diversity (WP5 - Table 3) are provided.

<i>teff</i> Learning Activities - Outcomes-Based Design Grid WP3 Digital Skills
<p>Professional Standard(s)</p> <ol style="list-style-type: none"> 1. Digital skills for teaching and learning 2. Knowledge of how digital environments both challenge and influence pedagogical practices 3. Integration of digital tools and resources in professional practice to enhance learning 4. Engagement in professional reflections and discussions about digital literacy in teaching and learning
<p>ILOs</p> <p>1. Digital skills for teaching and learning</p> <ul style="list-style-type: none"> - Teachers understand the changes and development related to digitalisation and their impact on society and education - Teachers are aware of both risks and opportunities as well as the ethical considerations of digitalisation, and integrate materials and examples that reflect these aspects - Teachers are able to reflect on their own digital skills and actively seek to enhance them in line with recent and relevant developments <p>[...]</p> <p>4. Engagement in professional reflections and discussions about digital literacy in teaching and learning</p> <ul style="list-style-type: none"> - Teachers know how to respond to the changes digitalisation brings to their profession and develop an agile and reflective mindset to address these changes - Teachers encourage reflections and discussions about the role of digital literacy in education with their colleagues and learners

<p>Teaching and Learning activities (TLAs) to achieve ILOs Online course on digital competences with six modules: Agile and reflective mindset (1. educator’s reflections and attitude) The educator’s pedagogical competencies (2. digital resources, 3. teaching, 4. feedback and assessment, 5. empowering learners) Facilitating learners’ digital competences (6. learners’ competencies)</p>
<p>Assessment Tasks (ATs) - Variety of quizzes (multiple-choice, true/false, fill-in-the-gaps, drag-and-drop) throughout the modules - Reflective tasks throughout the modules, including possibilities of exchange with peers from other European countries</p>

Table 2. Outcomes-based design grid on Digital Skills

<p>teff Learning Activities - Outcomes-Based Design Grid WP5 Diversity & Inclusion</p>
<p>Professional Standard(s) 1. Understanding and respecting diverse backgrounds 2. Promoting inclusive pedagogy 3. Fostering a sense of belonging</p>
<p>ILOs 1. Understanding and Respecting Diverse Backgrounds - Teachers understand how socio-cultural backgrounds shape students' worldviews, behaviour, and learning experiences. - Teachers actively seek to understand the living environments of their students through engagement with families, communities, and cultural resources. 2. Inclusive Pedagogy - Teachers design and adapt their instruction to meet the needs of all learners, taking into account cultural norms, language barriers, and social-emotional needs. - Teachers integrate materials and examples that reflect the diversity of the classroom and wider society. 3. Fostering a Sense of Belonging - Teachers create a classroom environment where every student feels valued, respected, and safe to express their identity. - Teachers promote interactions that encourage mutual respect and understanding among students from diverse backgrounds.</p>
<p>Teaching and Learning Activities (TLAs) to achieve ILOs - A ten-part lecture series including an overall introduction, with a focus on how each sub-theme enhances one's sense of belonging. - A seminar series in which participants expand their knowledge and sense of belonging skills through active participation and interaction with peers from diverse backgrounds.</p>
<p>Assessment Tasks (ATs) - Reflective tasks including possibilities of exchange with peers from other European countries</p>

Table 3. Outcomes-based design grid on Diversity and Inclusion

Additionally, the grids provided a common base for piloting projects (in progress) aimed at the recognition of achieved learning outcomes. This is the main challenge *teff* is dealing with due to the difficulties relating to National regulations in terms of ITE and the peculiarity of each university system.

4. CONCLUSION AND NEXT STEPS

The *teff* design process has highlighted some challenges and critical areas. Firstly, there is a lack of empirical research on the subject of professional standards needed to face new educational challenges and on the impact of professional standards on the definition of consistent professional behaviour and learning outcomes for (future) teachers. Difficulties in defining ILOs and ATs emerged during the process, so a focus group will be arranged with all scholars, teacher educators and teachers included in the WPs to map challenges and potentialities encountered during the design and recognition phases. Secondly, further research is needed on potentiality and criticalities related to the application of ILOs in the field of teacher education and professional development. While an extensive body of literature has grown on an outcomes-based approach in the field of Higher Education, the recognition by Universities of ILOs formulated and established in the field of teacher education is still a challenge. Regarding this point, the international context provided by the *teff* Academy makes it possible to concretely address and steer, with forms of recognition, the learning outcomes achieved by students, future teachers or in-service teachers. Remaining on the level of higher education training paths, the internationalisation processes of the university system at the European level already provide well-established procedures for the recognition of acquired university credits. However, one thing is the recognition and integration of training modules within students' university careers, another is the recognition and usability of the skills acquired for professional career development. In the first case, learning agreements among universities can be sufficient devices to assure recognition. In the second, it is important to be able to identify forms of "certification" that can ensure the transparency and usability of the skills acquired by students in the workplace. The possibility of producing "formal" certificates that can be recognised in national systems for career progression has been considered impracticable, while the possibility of certifying "isolated" learning outcomes acquired through university training modules is considered feasible and scalable.

In addition to "lighter" forms of certification tested (more traditional, aimed at documenting attendance, credits and contents), micro-credentials have been considered as an effective framework that can substitute international certification. A micro-credential, as indicated in the Recommendation on a European approach to micro-credentials for lifelong learning and employability on 16 June 2022 by the Council of the European Union, is the record of learning outcomes that a learner has acquired following a small volume of learning, recognizable through ECTS, clear Learning Outcomes, and transparent forms of evaluation. Micro-credentials, in the *teff* context, are able to certify the learning outcomes of short-term learning experiences, offering a flexible, targeted way to help students develop knowledge, skills and competencies they need for their personal and professional development, and with a strong portability, thanks to a final digital badge formally issued by a certified provider. Previous experiences in the University Alliance Euniwell have highlighted the greater effectiveness of certification procedures centred on the person and the results achieved through short and compact training modules (Del Gobbo *et al.*, 2023). This approach is also very consistent with the choice to focus on training modules with professional standards that, due to their

nature, are dynamic and anchored to performance in work contexts.

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