



Microcredentials from students' perspective

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Cedefop virtual event, 22-23 June 2023
#microcredentials

Microcredentials
a labour market
megatrend



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General policy considerations

- Microcredentials are suited to promote many objectives relevant for students in a flexible and agile manner:
 - ✓ inclusivity (e.g. considering restrictions for not pursuing a traditional degree, partial degrees, access to further study),
 - ✓ skills needed in society
 - ✓ but also (standalone or underlying) transversal skills
- However, hype can also lead to the 'false promise': just because they are suited to doesn't mean they necessarily achieve it without specific policy design and funding (no 'panacea') and they cannot replace traditional study programmes (or be the solution for 'bad' programmes).
- Still little evidence on grassroot impact on new 'forms' of microcredentials (see [OECD study](#)) and student satisfaction, but take up mostly in a lifelong learning perspective

Key messages for trust and take up

- learner-centred
- microcredentials catalogue (including prerequisites, learning outcomes)
- information about recognition – ‘what can you do with it’
- quality assurance/'endorsed' list
- internal coherence of the learning opportunity ('roundness') – short doesn't mean fragmented
- different needs based on context (occupation-targeted, job-targeted, skills-targeted, transversal scope-targeted) & purpose
- Counselling, guidance and information on how it is interlinked with pre-existing skills and impact on study progress/routes
- But also accessibility – risk of commodification

Key messages for trust and take up

- Should microcredentials be introduced in the European Standards and Guidelines on Quality assurance? To a great/to some extent: 64% QA agencies, 68% HEIs, 72% ministries, 79% students (QA FIT project)
- Possible tension: focus of MCs & customisation

Thank you



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