



## NATIONAL PEER-LEARNING ACTIVITY:

# 3rd Expert Discussion "Microevidence – Development, Challenges and Opportunities in Vocational and Technical Education"

## MINUTES

**Date:** 26 september 2025

**Venue:** Institute of the Republic of Slovenia for vocational Education and Training (CPI),  
Kajuhova ulica 32U, 1000 Ljubljana

**Meeting organisation:** School centre Novo mesto

**Participants:** 23 participants: CPI representatives, representatives of schools, economy,  
Ministries and agencies (see signature list)



### 3rd expert discussion "Microevidence – development, challenges and opportunities in vocational and technical education".

At the event, we exchanged views on current development initiatives and open questions regarding the systemic regulation of microevidence in Slovenia. Particular attention was paid to the issues of quality, placement in qualification frameworks and integration with the needs of the labour market.

At the beginning, legal innovations in the field of higher education were presented (Marina Očko), where the institute of microevidence is systemically regulated for the first time. In this context, the procedures for accreditation of shorter training courses, record keeping and the placement of documents in the electronic system of eVŠ were explained. Thus, higher education became the first subsystem in Slovenia to legally regulate micro-evidence as a public document linked to ECTS credits and internal quality assurance systems (Klemen Šubić).

Tomaž Pintarič (SC Novo mesto – MC.VET project) presented a short program "[Making a simple product with 3D printing](#)". This is a concrete case where a school (as part of the MC.VET project) has developed a training programme, validated it with a credit score and created a microevidence that includes a description of the learning outcomes and a digital badge. The programme is designed in accordance with European recommendations, is based on a combination of online and practical work and introduces an internal quality assurance system at school level. The presentation showed that schools are able to quickly develop content-relevant programmes and upgrade them with competence recognition mechanisms.



## Conclusions of the roundtable discussion

The discussion developed some common positions and recommendations for the further development of microevidence in Slovenia. Providers of shorter programmes want a clear formal framework that would allow for the accreditation of programmes and determine the form and content of the public document of microproof. **The creation of a single register of microevidences for all levels of education and a single entry point for users proved to be an important solution, which would increase the transparency and accessibility of the system.**



The debate raised the issue of entry conditions for inclusion in programmes – when they are needed and when it would be more appropriate to provide open access. The need for a clear recording of learning outcomes and respect for the principles of a European approach based on transparency and credibility was stressed. Particular emphasis was placed on the issue of setting levels according to the SCC and the EQF, where opinions differ. Some see placement as an advantage for greater transparency and trust in the system, while others warn that it could reduce flexibility and innovation, which is a key advantage of microevidences.

In the area of quality, participants agreed that certain solutions should be uniform at national and systemic level, in particular accreditation procedures and a register. **At the same time, it would also make sense to regulate quality assurance at the level of providers, through internal self-evaluation systems and ongoing evaluation of programmes.**

The discussion also touched on the question of who microevidence providers can actually be. It is not entirely clear whether this is limited to accredited educational institutions only, or whether other organisations such as chambers, business associations or companies could also become providers. It is necessary to clearly define the conditions under which microevidence can be carried out by an organisation other than a formally accredited educational institution. The discussion also highlighted the view that the competence to carry out microevidence at this level should not be automatically tied only to accreditation for the implementation of regular programmes, but the specific ability of each provider to prepare and carry out microevidence should also be further verified.

The question of whether and how microevidence should be included in the Slovenian Qualifications Framework remains open. To this end, the CPI and the Ministry of Education added an explanation



that for this purpose, planning activities will begin in the coming months, and later the re-evaluation of the functioning of the Slovenian Qualifications Framework, together with further examination of the possibility of redesigning the additional qualifications pillar. In addition, expert opinion on the further development of the SCC has been commissioned, and a pilot testing of microevidences in the field of vocational and technical education is planned, which will serve as a basis for further decisions on their placement in the system.

**In conclusion, it was possible to conclude that microevidences are a valuable complementary mechanism for existing qualifications, which can significantly contribute to greater flexibility, responsiveness and integration of education with the labour market, but for their wider uptake in Slovenia, we need a well-thought-out systemic arrangement that will reconcile flexibility with guarantees of quality and trust.**

Tomaž Pintarič

