

Quality Assurance in VET: Denmark

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance



Overview of the VET system and how quality assurance takes place

Denmark's vocational education and training (VET) system offers more than 100 different types of vocational education.

The VET system consists of a basic programme and a main programme. The basic programme finishes with an examination and then follows a main programme. The basic programme is school-based, while the main programme is built upon a dual principle, where the students alternate between school and work-based learning (apprenticeships). An overview can be found here [Vocational education and training in Denmark | Ministry of Children and Education \(uvm.dk\)](#).

Social partners have considerable influence on, and great responsibility, for VET.

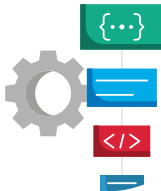
VET initiatives have promoted the use of indicators in initial vocational education and training (IVET) as well as the use of central inspection of providers and the quality of education and trainers.

The provision of VET in Denmark is characterised by a high level of decentralisation – where providers have a great level of autonomy in adapting VET to local labour market needs. VET schools in Denmark are self-governing and the financing of VET is based on taximeter grants per student, which are incentives paid by the State for each activity conducted by VET schools. This approach aims to improve the responsiveness and effectiveness of VET.¹

The Danish system for quality assurance in VET covers planning, implementation, evaluation, assessment, and review.



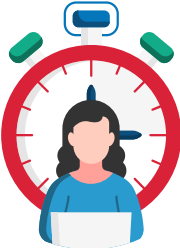
Continuing vocational education and training (CVET) and IVET are understood as continuing education and training, leading to a recognised vocational qualification within a certain trade or profession. In Denmark, CVET has generally targeted both skilled and unskilled workers. Considering that IVET and CVET, are typically provided by the same institutions, the quality approach implemented is largely similar.

¹ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

	<p>CVET is provided through a public system and is school based. CVET is often provided by colleges delivering IVET and/or provided as on-the-job training. However, there is an increase in supplementary training, internal company training, and private training offered. In addition, liberal adult education such as evening classes is provided. This training, however, is not covered by quality assurance measures for CVET.²</p> <p>More information about the VET system in Denmark can be found on Cedefop's VET in Europe database: https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/denmark</p> <p>Information can also be found on the homepage of the Danish Ministry of Children and Education: https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark</p>
 <p>System-level QA arrangements</p>	<p>The National Agency for Education and Quality is responsible for monitoring the quality of IVET and has been involved in the development of systems to evaluate IVET. They are defined in the Danish Vocational Education and Training Act. The Agency undertakes regular inspections of VET providers, investigating and inspecting providers according to legal, financial, and quality indicators.</p> <p>The 2014 IVET reform has four main objectives for improving VET quality:</p> <ul style="list-style-type: none"> • More students must select IVET as their first choice. • Completion rates in IVET must improve. • IVET must challenge all learners for them to reach their full potential. • Employer satisfaction and student well-being must gradually increase.³ <p>Indicators for each of these objectives have been developed. The National Agency for Education and Quality follows the quality performance of each VET provider for these indicators in an annual audit, and poor performers risk sanctions if no improvements in quality data occur over time.</p> <p>The National Agency for Education and Quality monitors CVET providers but it does not require the same number of indicators as IVET providers.</p>

² <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/denmark-u2>

³ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/denmark-u2>

 <p>Provider-level QA arrangements</p>	<p>The national quality assurance framework states that school-based IVET providers must undertake self-assessment and thereby review their delivery systems and learner outcomes. The framework also requires providers to show evidence of continued quality development, in a follow-up annual action plan and publish their results (EQAVET quality cycle).</p> <p>In-company training is also subject to self-evaluation procedures implemented by Trade Committees. CVET providers are required to have procedures in place for quality assurance. CVET providers are required to undertake comparative evaluations of the programmes they provide, which can then be aggregated at the national level.⁴ At the provider level, funding of innovation and development projects has been used to promote quality development and self-evaluation.</p>
 <p>Which organisation(s) are responsible for VET policy?</p>	<p>In Denmark, the provision of VET is a shared responsibility between the national authorities, social partners (employer organisations and unions), VET providers and enterprises/employers.</p> <p>The Ministry of Children and Education is the body responsible for legal, policy and programme definition aspects of VET. The National Agency for Quality and Supervision is responsible for inspections of provider quality, based on data from a data warehouse on VET under the ministry. The Agency is also responsible for tests and exams within IVET, oversight of IVET providers, and development of evaluation systems for IVET.</p>
 <p>Recent policy developments (in the last 12 months)</p>	<p>In November 2020, a new triparty agreement on IVET - the responsibility apprenticeships agreements - was negotiated between trade unions, industry partners, and the State. The agreement aims for more young people to get an apprenticeship contract and to get it earlier. IVET providers will be held accountable for the percentage of their students that get an apprenticeship contract before the 15th week and the 20th week of the second semester of their basic programme. When the agreement is fully implemented in 2026, 60% of the IVET students must have signed an apprenticeship contract before week 15; and 80% of the IVET students before week 20 (the end of the basic programme). IVET providers who do not meet these requirements might get sanctioned.⁵</p> <p>New data from the Danish Agency of IT and Learning (2023) shows two-thirds of the students on the vocational courses have a training agreement with an employer. An increase from 44% in 2020 to 65% in 2022.</p> <p>To strengthen the supervision of quality in VET the Danish National Agency for Education has developed a new Strategy for quality</p>

⁴ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

⁵ <https://eng.uvm.dk/>

	<p>(STUK) control and supervision 2022-2024 which is built around two core values:</p> <ul style="list-style-type: none">• STUK puts students and trainees first.• STUK's supervision and guidance must be specific and instructive. <p>This new initiative to strengthen the quality in VET has the intention that STUK will act quickly against schools and institutions with low quality. At the same time, STUK is including more schools and institutions in the inspection.</p>
--	--

Use of EQAVET labels

Do you use an EQAVET label or seal to certify VET providers in your country?

No

Yes