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# MODERN QUALITY ASSURANCE PRACTICES IN VOCATIONAL EDUCATION AND TRAINING IN DENMARK

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## Abstract

*Relevance* Against the backdrop of digital transformation, rapid labor market shifts, and escalating demands for professional qualifications, the issue of quality assurance in vocational education and training (VET) has acquired strategic significance for countries within the European VET area. Despite numerous studies addressing isolated facets of the Danish VET system, the institutional architecture of quality assurance, the interplay between external and internal mechanisms, the role of social partners, and the integration of European quality frameworks into national policy remain insufficiently explored.

*Objective:* This study analyzes the institutional model of quality assurance in Denmark's vocational education and training, identifies key mechanisms of external and internal evaluation, and develops an analytical framework for the comparative analysis of national quality assurance systems.

*Methods:* The study employs institutional analysis, comparative analysis, and content analysis of regulatory documents, alongside reports from international organizations (CEDEFOP) and Danish institutions (the Danish Evaluation Institute and the Danish Accreditation Institution). The research scope encompassed identifying key institutions, analyzing their functions, comparing external and internal quality assurance mechanisms, and assessing the alignment of national approaches with the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

*Results:* It was established that the effectiveness of the Danish quality assurance model stems from a combination of institutional autonomy, risk-based supervision, active engagement of social partners, and the digitalization of monitoring processes. The Danish Evaluation Institute ensures systemic performance monitoring and thematic evaluations. Danish trade committees (Faglige udvalg) define professional standards, learning outcomes, and assessment criteria, thereby ensuring the alignment of programs with labor market needs. Learning-outcomes-oriented program accreditation guarantees transparency and accountability. Digital tools such as dashboards, automated data collection systems, and digital portfolios were found to enhance analytical accuracy and foster evidence-based management. Limitations were identified regarding the resource-intensive nature of the system and its dependence on social partners in less organized sectors.

*Conclusions:* The Danish VET quality assurance model demonstrates high institutional coherence, resilience, and adaptability amid technological and social shifts. Its theoretical value lies in formulating a holistic vision of a multi-level quality assurance system, while its practical utility resides in the potential adaptation of its elements to modernize national VET systems. It is recommended to foster the institutional autonomy of quality assurance bodies, enhance the participation of social partners, implement risk-based approaches, and scale up the use of digital monitoring tools.

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**Keywords:** *institutional architecture, social partnership, risk-based supervision, program accreditation, digital monitoring tools.*

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**Introduction.** Quality assurance in vocational education and training is one of the pivotal challenges facing modern educational systems operating amid rapid technological shifts, digital transformation, and the escalating complexity of the labor market. Over the past two decades, the European Vocational Education and Training (VET) area has been shaping shared approaches to quality management, as reflected in the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) and the Common Quality Assurance Framework (CQAF). Both frameworks emphasize cyclicality, evidence-based practices, transparency, and continuous improvement as core principles of quality assurance (European Parliament & Council, 2009; European Commission, 2004). In this context, Nordic countries, particularly Denmark, exhibit a high level of institutional coherence and robust efficiency in their quality assurance mechanisms, attracting the attention of researchers and policymakers alike.

The Danish VET system is distinguished by its complexity, high level of social partner engagement, well-developed external evaluation infrastructure, and effective internal quality assurance mechanisms. A central role in this system is played by the Danish Evaluation Institute (EVA), which conducts monitoring, thematic evaluations, risk-based supervision, and provides analytical support to educational institutions. In its recent overviews, CEDEFOP emphasizes that the Danish VET model is "deeply embedded in the tradition of social dialogue and cooperation between schools, industry, and public authorities" (Cedefop, 2025, p. 4), creating favorable conditions for the sustainable development of the quality system.

Despite a significant body of research dedicated to specific aspects of the Danish VET system such as the dual model, social partner engagement, digitalization, or accreditation a comprehensive analysis of the institutional architecture of quality assurance remains underrepresented in scholarly literature.

Specifically, there is a lack of research systematically integrating external and internal quality assurance mechanisms, the role of trade committees, digital monitoring tools, and accreditation procedures into a unified analytical framework. Furthermore, the interplay between national mechanisms and European quality assurance frameworks, as well as the way Denmark integrates EQAVET into its own quality management system, remains insufficiently understood.

Consequently, the relevance of this study is driven by the need for a comprehensive analysis of the Danish VET quality assurance model, which will provide deeper insights into its institutional features, operating mechanisms, and adaptation potential for other countries.

**Research Objective.** This study analyzes the institutional model of quality assurance in Denmark's vocational education and training, traces the evolution of Danish VET quality assurance mechanisms, identifies key mechanisms of external and internal evaluation, and develops an analytical framework for the comparative analysis of national quality assurance systems.

**Research Hypotheses:**

1. The Danish VET quality assurance system is highly effective due to a combination of institutional autonomy, social partnership, and risk-based supervision.
2. The integration of European quality assurance frameworks (EQAVET) enhances the transparency and comparability of qualifications in Denmark.
3. Digital monitoring and evaluation tools serve as a key driver for improving the performance of the quality assurance system.
4. Trade committees (*Faglige udvalg*) play a structural role in ensuring the alignment of educational programs with labor market demands.

**Methodology.** The study is grounded in the methods of comparative analysis, institutional analysis, and content analysis of regulatory documents and reports by international

organizations. The following groups of sources were utilized: official documents of the European Union (European Quality Assurance Reference Framework for Vocational Education and Training, EQAVET; European Common Quality Assurance Framework, CQAF); analytical reports from the European Centre for the Development of Vocational Training (CEDEFOP, 2019–2025); materials from Danish public institutions, namely the Danish Evaluation Institute (EVA) and the Danish Accreditation Institution (2013–2024); national regulatory acts of Denmark in the field of vocational education; and scholarly publications on quality management and vocational training.

The research procedure involved:

1. Identifying the key institutions and quality assurance mechanisms within the Danish system.
2. Analyzing the functions of EVA, trade committees, accreditation bodies, and educational institutions.
3. Comparing external and internal quality assurance mechanisms.
4. Assessing the alignment of national mechanisms with the European EQAVET frameworks.
5. Identifying strengths, limitations, and innovative practices.

**Results and Discussion.** The research findings demonstrate that Denmark's vocational education and training (VET) quality assurance system is multi-level, institutionally balanced, and oriented toward labor market needs. Its effectiveness stems from a combination of external and internal quality assurance mechanisms, the active engagement of social partners, a sophisticated analytical infrastructure, and the integration of digital tools into monitoring and evaluation processes. This section presents the analysis of the key elements of the Danish model and discusses their strengths, limitations, and potential for adaptation in other countries.

The contemporary VET quality assurance system in Denmark is the product of a prolonged evolution spanning more than two decades of reforms. Its development occurred against the backdrop of broader European trends in VET modernization, while simultaneously preserving national specifics rooted in social partnership, institutional autonomy, and a high level of trust

among stakeholders (Cedefop, 2019, p. 12; OECD, 2020, p. 7).

The initial systemic changes were initiated by the 2000 VET reform, which laid the foundation for the competency-based approach and enhanced the role of employers in shaping program content (Cedefop, 2019, p. 18). The 2007 reform deepened these processes by introducing new mechanisms for assessing learning outcomes and increasing the quality requirements for work-based learning (OECD, 2020, p. 15). It was during this period that the role of trade committees (*Faglige udvalg*) was institutionalized, granting them the authority to update qualifications, define learning outcomes, and oversee the quality of practical training (Cedefop, 2025, p. 4).

A milestone was reached with the 2014 reform (EUD Reform 2014), which aimed to enhance the attractiveness of vocational education and reduce dropout rates. The 2014 Danish VET reform (EUD Reform 2014) became a pivotal stage in modernizing the quality assurance system, as it established the institutional and regulatory foundations for transitioning to a more structured, transparent, and performance-driven (or outcome-oriented) quality management model. The reform introduced national performance indicators, strengthened requirements for internal quality assurance systems, expanded the mandate of social partners in defining learning outcomes and monitoring work-based learning, and oriented the system toward reducing dropouts and increasing completion rates. It was after 2014 that the Danish model acquired its contemporary features namely, systemic consistency, evidence-based practice, and accountability ensuring its high efficiency within the European context (Cedefop, 2019, p. 22; OECD, 2020, p. 11). During this period, the Danish Evaluation Institute (EVA) was granted expanded powers to conduct thematic evaluations and risk-based supervision.

The latest wave of reforms, which commenced in 2020, was aimed at the digital transformation of vocational education and the adaptation of the quality system to emerging technological and socio-economic challenges. The digital monitoring infrastructure was modernized, skills intelligence tools were integrated, and the role of data analytics in managerial decision-making was reinforced. CEDEFOP highlights that Denmark is one of the countries that have "most consistently integrated digital tools into the VET quality assurance system" (Cedefop, 2024).

Thus, the historical evolution of Denmark's VET quality assurance system demonstrates a gradual transition from fragmented control mechanisms to a comprehensive, multi-level, and

analytically driven model that merges external and internal instruments, social partnership, and digitalization.

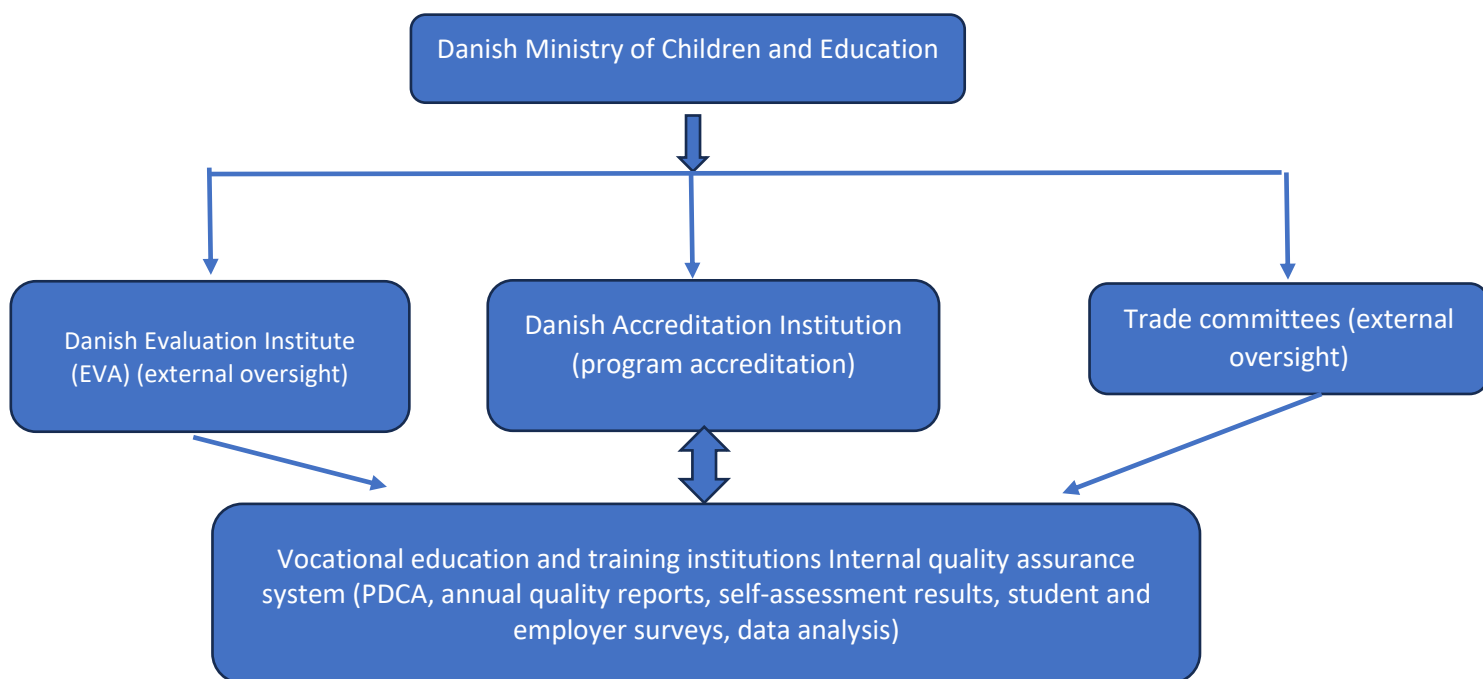


Fig. 1. Institutional architecture of quality assurance in vocational education and training in Denmark

One of the central findings of the study is the identification of the role of the Danish Evaluation Institute (EVA) as a system-forming element of external quality assurance. EVA functions as an independent think tank responsible for monitoring system performance, conducting thematic evaluations, risk-based supervision, and supporting institutions in developing internal quality assurance systems. CEDEFOP emphasizes that the Danish VET system is "deeply embedded in the tradition of social dialogue and cooperation between schools, industry, and public authorities" (Cedefop, 2024, p. 4), and it is EVA that provides the analytical foundation for this dialogue.

The analysis indicates that EVA conducts systemic monitoring of key performance indicators, including completion rates, graduate employment, dropout rates, and transitions between educational pathways. The utilization of skills intelligence tools and the forecasting of future skills needs enable evidence-based management and maintain program relevance (Cedefop, 2025, p. 28). Thematic evaluations covering specific dimensions of quality such as the effectiveness of the dual model, the quality of work-based learning, and support for students with additional needs contribute to the

continuous updating of curricula in line with technological and societal shifts.

A significant finding is the identification of the role of risk-based supervision as an innovative mechanism for external quality assurance. EVA applies a risk-based approach to identify institutions or programs that exhibit deviations from national standards. This allows for the optimal allocation of resources and concentrates attention on problematic segments of the system (Cedefop, 2019, p. 23). Such an approach enhances the efficiency of external oversight and facilitates the timely detection of systemic risks.

Digitalization is another key finding of the analysis. EVA actively utilizes digital dashboards, automated data collection systems, and electronic survey panels. CEDEFOP notes that Denmark prioritizes "preparing vocational education for the digital age and the green transition" (Cedefop, 2024, p. 6), which directly impacts monitoring and evaluation tools. Digital solutions improve data accuracy, ensure rapid analysis, and create conditions for more profound insights. Among the most widely used tools are electronic dashboards displaying key indicators in real time, feedback collection systems for students and employers,

digital student portfolios, and platforms for coordinating work-based learning. The Danish digital infrastructure, particularly *Datafordeler*, ensures the integration of data from various registries, enabling institutions to obtain precise information regarding educational pathways and graduate outcomes.

Internal quality assurance systems in Danish VET institutions also demonstrate a high level of institutional maturity. They are anchored in the "Plan-Do-Check-Act" (PDCA) cycle, which ensures systemic consistency, transparency, and eligibility for external monitoring.

This approach is enshrined in national regulatory documents and is mandatory for all VET providers. During the "Plan" phase, institutions define development goals based on the analysis of performance indicators, student and employer survey results, and EVA recommendations. The "Do" phase involves the implementation of educational programs, the organization of work-based learning, the introduction of pedagogical innovations, and student support measures. During the "Check" phase, systemic monitoring of outcomes is conducted, including the analysis of completion rates, dropouts, graduate employment, and student and employer satisfaction. The "Act" phase entails program adjustments, updating methodologies, reviewing strategic goals, and drafting improvement plans.

Annual quality reports, mandatory for all VET providers, include an analysis of key

indicators, survey results, and improvement plans (Cedefop, 2025, p. 6). Although institutions enjoy autonomy in choosing their tools, they remain accountable to the state through the national system of performance indicators, creating a balanced combination of flexibility and responsibility. These reports contain an analysis of key indicators, survey results, an evaluation of the effectiveness of work-based learning, a description of implemented quality improvement measures, and plans for the upcoming year. CEDEFOP emphasizes that Danish annual reports "are not merely accountability tools, but also an important mechanism for strategic management" (Cedefop, 2025, p. 7). The public availability of these documents ensures transparency and fosters trust among employers, students, and society.

Internal quality assurance systems also encompass student support mechanisms aimed at reducing dropout rates and increasing completion rates. Institutions implement mentoring programs, individual development plans, additional consultations, and support for students with special needs. In its thematic evaluations, EVA has repeatedly emphasized that the effectiveness of these mechanisms is one of the key factors behind the success of the Danish VET system (EVA, 2022).

A comparison of internal and external quality assurance mechanisms in vocational education and training in Denmark is presented in Table 1.

*Table 1*

**Internal and external quality assurance mechanisms in vocational education and training in denmark**

<b>Criterion</b>	<b>External mechanisms (EVA, accreditation)</b>	<b>Internal mechanisms (educational institutions)</b>
<b>Core institutions</b>	Danish Evaluation Institute (EVA), Danish Accreditation Institution	Vocational education and training institutions, training centers
<b>Tools</b>	Thematic evaluations, risk-based supervision, accreditation	Annual quality reports, self-assessment, surveys
<b>Data</b>	National performance indicators	Student data collected by institutions, information from educators and employers
<b>Frequency</b>	Regular	Annual
<b>Outcomes</b>	Decisions, recommendations, risk profiles	Improvement plans, program adjustments

*Source: compiled by the author*

One of the defining features of the Danish VET model is the systemic and institutionally embedded participation of social partners in designing, updating, and evaluating the content of vocational training. The involvement of employers

and trade unions is neither consultative nor optional; on the contrary, it constitutes a fundamental element of quality management that ensures the alignment of qualifications with the actual needs of the economy. The central mechanism enabling this participation is

trade committees (*Faglige udvalg*) permanent bodies representing the interests of employers and employees within specific professional sectors. CEDEFOP defines them as "system-forming structures responsible for the strategic development of professional qualifications and ensuring their alignment with the labor market" (Cedefop, 2019, p. 4).

Trade committees operate within the scope of each professional qualification or group of related qualifications. Their composition is formed on a parity basis, ensuring a balance of interests between employers and employees. There are over fifty such committees active in Denmark, each responsible for a distinct sector of the economy: from construction and mechanical engineering to IT, transport, the hospitality sector, and social care. This structure allows for a high degree of sectoral specificity, rapid updating of qualifications, and the adaptation of learning content to technological shifts.

The functions of trade committees encompass a wide range of tasks directly impacting the quality of vocational education. Primarily, they are responsible for developing and updating occupational standards, defining learning outcomes, qualification structures, and competence requirements. Regular review of standards is conducted taking into account technological innovations, legislative changes, and enterprise needs. CEDEFOP highlights that it is precisely due to the activities of trade committees that Danish qualifications "remain relevant and competitive" (Cedefop, 2024, p. 12).

A significant area of responsibility for trade committees is the quality control of work-based learning, which constitutes a core component of the Danish VET model. The committees define requirements for enterprises eligible to host students, monitor training conditions, evaluate the compliance of practical tasks with occupational standards, and participate in resolving conflict situations between students and employers. This approach guarantees that work-based learning functions as a fully fledged educational environment rather than an auxiliary form of practical training.

Trade committees also play a pivotal role in shaping assessment tools. They determine the criteria for final examinations, the structure of performance tasks, requirements for competence assessment, and standards for examination materials. This ensures objectivity, transparency, and the alignment of assessments with real professional requirements. The participation of

social partners in developing assessment tools is one of the reasons for the high level of employer trust in VET outcomes.

A distinct line of activity for trade committees is providing analytical support to the VET system. The committees cooperate with EVA, CEDEFOP, and national think tanks in the field of skills intelligence, providing data on technological changes, emerging professional roles, enterprise needs for skilled personnel, and employment trends. This enables the VET system to promptly adapt to changes and ensures the evidence-based nature of management decisions.

The participation of trade committees in external quality assurance is also substantial. They participate in the work of expert panels during program accreditation, the evaluation of work-based learning quality, the formulation of recommendations for institutions, and the development of national performance indicators. Thus, trade committees act as key stakeholders in external monitoring and accreditation processes.

Practical examples of trade committee activities demonstrate their ability to promptly respond to changes in their respective sectors. For instance, the trade committee for construction regularly updates standards to incorporate new technologies such as BIM modeling or energy-efficient materials. The IT sector committee adapts qualifications to rapid technological shifts, including cybersecurity, cloud technologies, and artificial intelligence. In the hospitality and catering sector, the trade committee defines standards for service, food safety, and the organization of work-based learning.

Overall, the participation of social partners ensures a high degree of program alignment with the labor market (or market relevance), employer trust in qualifications, systemic resilience to economic shifts, and a narrower gap between education and practice. CEDEFOP emphasizes that social partnership constitutes the "foundation of the Danish VET model" (Cedefop, 2025, p. 4), and its role in quality assurance is paramount.

Program accreditation, carried out by the Danish Accreditation Institution, is another crucial element of the quality assurance system. The accreditation process encompasses self-assessment, external expert evaluation, an expert panel site visit, and decision-making. Accreditation criteria are oriented toward learning outcomes, the relevance of qualifications to economic needs, and the effectiveness of internal quality assurance systems

(Danish Accreditation Institution, 2013). This ensures transparency, accountability, and confidence in VET outcomes.

The digitalization of internal quality assurance systems is another significant finding of this study. Institutions utilize electronic platforms for progress tracking, learning analytics, digital portfolios, and systems for coordinating work-based learning. CEDEFOP highlights that Denmark employs comprehensive skills assessment tools (EVA, 2015), which allows programs to be adapted in response to labor market and technological shifts.

At the core of the digital infrastructure lies *Datafordeler* (the Basic Data Distributor) a national platform of integrated public registries that provides access to data on educational pathways, employment, demographic characteristics, and other indicators relevant to VET quality analysis. Thanks to *Datafordeler*, VET institutions, EVA, and other state entities are equipped to perform accurate and timely monitoring of key performance indicators, including completion rates, transitions between educational tracks, and graduate employment. This data integration guarantees evidence-based managerial decision-making and facilitates the early detection of systemic risks.

National monitoring dashboards play a vital role in the digital ecosystem, granting institutions real-time access to analytical panels. These dashboards provide information on key quality indicators, student survey results, work-based learning statistics, and other data that enable institutions to respond swiftly to changes. EVA actively utilizes these tools in its operations, particularly during risk-based supervision, which enhances assessment precision and ensures the objectivity of external monitoring (EVA, 2022).

The digital platforms EMU.dk and *UddannelsesGuiden* (The Education Guide) provide methodological and informational support to educators, students, and employers. EMU.dk contains learning materials, assessment guidelines, examples of pedagogical practices, and quality self-assessment tools. Meanwhile, *UddannelsesGuiden* provides streamlined access to information on qualifications, curricula, admission requirements, and employment opportunities. Both platforms enhance system transparency and ensure that all stakeholders have access to up-to-date information.

Skills assessment tools occupy a unique position within the digital infrastructure, being used for skills forecasting and labor market trend analysis. Denmark collaborates extensively with

CEDEFOP and the OECD to develop forecasting models that help identify future qualification needs, assess the risks of structural changes, and adapt VET content to economic trends. Trade committees utilize this data to update occupational standards, thereby ensuring the relevance of qualifications and their alignment with employer demands (Cedefop, 2025, p. 4).

Digitalization has also profoundly impacted internal quality assurance systems within VET institutions. Institutions employ electronic platforms for student feedback collection, digital portfolios for competence assessment, work-based learning coordination systems, and learning analytics tools. These solutions enable the tracking of student progress, the analysis of pedagogical efficacy, and the identification of bottleneck areas in the instructional process. In its thematic evaluations, EVA emphasizes that digital tools "enhance data accuracy, ensure rapid analysis, and establish conditions for deeper analytical insights" (EVA, 2023).

Furthermore, digital transformation drives greater transparency within the vocational education system. Public access to data on program quality, learning outcomes, and graduate employment empowers students, parents, and employers to make informed decisions. This openness strengthens institutional trust and incentivizes schools to pursue continuous improvement.

The discussion of findings highlights several strengths of the Danish model. First, there is a high level of institutional coherence between external and internal quality assurance mechanisms. Second, the active engagement of social partners ensures the labor market relevance of programs. Third, digitalization enables precise and prompt monitoring. Fourth, accreditation guarantees that programs comply with national standards.

At the same time, the study revealed certain limitations. The system is complex and resource-intensive, which can present challenges for smaller institutions. A high reliance on social partners may prove problematic in sectors with low levels of organization. Furthermore, digitalization demands substantial investment and continuous infrastructure updates.

**Conclusions.** The research results demonstrate that Denmark's VET quality assurance system is one of the most institutionally coherent and functionally effective within the European Vocational Education and Training area. Its success is anchored in the integration of external and internal

quality assurance mechanisms, a high level of social partner engagement, a sophisticated analytical infrastructure, and the systemic application of digital monitoring and evaluation tools. The institutional architecture encompassing EVA, trade committees, accreditation bodies, and autonomous educational institutions creates a multi-level ecosystem where quality is sustained through interaction, accountability, and shared responsibility.

The analysis indicates that a key component of the Danish model's efficacy is the balance between centralized mandates and institutional autonomy. National performance indicators set by the Ministry of Education define the framework for accountability, while the specific mechanisms of execution remain within the purview of individual providers. This approach combines strategic alignment at the state level with operational flexibility at the institutional level, which is critical given rapid technological changes and the diversity of professional sectors. In this sense, Denmark showcases one of the most balanced quality governance models in Europe, where the state defines the objectives and institutions determine the pathways to achieve them.

An important trend identified in the study is the expanding role of data analytics in decision-making. Danish VET institutions increasingly leverage data for risk forecasting, curriculum planning, and evaluating the effectiveness of pedagogical practices. This applies not only to traditional metrics like completion rates or employment but also to more complex indicators tied to student satisfaction, the quality of interaction with employers, and the efficacy of support for students with additional needs. In its reports, EVA stresses that "data has become the cornerstone of strategic management in vocational education," which precisely ensures the system's adaptability to emerging challenges.

The interaction between schools and enterprises warrants special attention. The Danish dual education model dictates that a significant portion of training occurs in the workplace; consequently, the quality of vocational training depends heavily on the quality of work-based learning. The study shows that employers do not merely provide apprenticeship placements but also actively participate in shaping program content, assessing competencies, and designing quality control tools. This gives rise to a unique model of co-management (or shared governance) where responsibility for quality is distributed among the

state, educational institutions, and businesses. Such an approach fosters a high level of mutual trust among stakeholders and ensures that qualifications precisely match real labor market demands.

However, the study also identified several ongoing challenges within the Danish system. One prominent challenge is the uneven access to high-quality work-based learning placements across different regions and sectors. In high-tech industries like IT or mechatronics, student demand often outstrips supply, whereas the opposite can occur in traditional artisanal trades. This introduces risks of inequity and necessitates additional coordination mechanisms between institutions and employers.

Another challenge is the imperative for continuous upskilling among educators and in-company trainers (or vocational instructors). Denmark actively invests in the professional development of teachers, yet rapid technological transformations demand systematic training updates, particularly in digital technologies, the green economy, and artificial intelligence. CEDEFOP emphasizes that "teacher training is a critical factor for the success of digital transformation in vocational education." This implies that even within a highly advanced system, there remains a persistent need to reinforce human resource capacity.

It is important to note that the Danish model is not universal and cannot be mechanically transplanted into other countries. Its efficacy is largely determined by cultural and institutional factors, such as high social trust, deep-seated traditions of social partnership, and a highly developed system of public registries. Nonetheless, specific elements such as digital monitoring tools, social partner involvement, and the indicator-based accountability model can be adapted in other contexts, provided there is adequate institutional support.

In summary, the research findings confirm that Denmark's VET quality assurance system ranks among the most developed in Europe. It fuses strategic coherence, institutional flexibility, digital infrastructure, and active stakeholder engagement, thereby ensuring resilience and a capacity for innovation. The Danish experience demonstrates that an effective quality system must be grounded in data, partnership, and continuous improvement principles that can prove highly valuable for modernizing vocational education in other countries.

The theoretical value of this study lies in formulating a comprehensive analytical vision of the Danish quality assurance model, positioning it not as a collection of isolated tools but as a holistic system built upon the principles of social partnership, evidence-based practice, and continuous improvement. Furthermore, the study broadens the scholarly understanding of the role played by external evaluation institutions, risk-based supervision, and digitalization in modern VET systems.

The practical utility of the study resides in the potential application of its findings to modernize national quality assurance systems, particularly regarding the reinforcement of institutional infrastructure, the advancement of social partner engagement mechanisms, the deployment of digital monitoring tools, and the establishment of robust accreditation procedures. The Danish model demonstrates that the resilience and performance of a quality assurance system are achieved not through centralization, but through the balanced interaction of autonomous institutions with clearly defined mandates and responsibilities.

Based on the analysis conducted, the following recommendations are formulated:

1. Advance the institutional autonomy of quality assurance bodies, ensuring their

independence, analytical capacity, and accountability to society.

2. Strengthen the role of social partners in shaping occupational standards, updating curricular content, and evaluating learning outcomes.

3. Integrate risk-based approaches into external supervision, enabling more efficient resource allocation and timely responses to systemic risks.

4. Expand the use of digital tools for data collection, analysis, and visualization, thereby enhancing monitoring precision and fostering evidence-based management.

5. Refine accreditation mechanisms by focusing on learning outcomes, the relevance of qualifications to economic demands, and the efficacy of internal quality assurance systems.

6. Support the development of internal quality assurance systems within educational institutions, specifically through methodological support, staff training, and the implementation of the PDCA cycle.

In conclusion, the Danish model of VET quality assurance demonstrates that systemic effectiveness is achieved through a synergy of institutional coherence, social partnership, digital transformation, and an orientation toward learning outcomes. Its experience serves as a valuable benchmark for countries seeking to modernize their own vocational education and quality assurance systems.

## Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

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# СУЧАСНІ ПРАКТИКИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ПРОФЕСІЙНОЇ ОСВІТИ У ДАНІЇ

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## Реферат:

*Актуальність* У контексті цифрової трансформації, швидких змін ринку праці та зростання вимог до професійних кваліфікацій питання забезпечення якості професійної освіти набуває стратегічного значення для країн Європейського простору професійної освіти та навчання. Попри наявність численних досліджень, присвячених окремим аспектам данської системи професійної освіти, недостатньо вивченими залишаються інституційна архітектура забезпечення якості, взаємодія зовнішніх і внутрішніх механізмів, роль соціальних партнерів та інтеграція європейських рамок якості у національну політику.

*Мета:* У дослідженні проаналізовано інституційну модель забезпечення якості професійної освіти Данії, встановлено ключові механізми зовнішнього та внутрішнього оцінювання та розроблено аналітичну рамку для порівняльного аналізу національних систем забезпечення якості.

*Методи.* Застосовано методи інституційного аналізу, порівняльного аналізу та контент-аналізу нормативних документів, звітів міжнародних (CEDEFOP) та данських (Інституту оцінювання освіти Данії та Данської установи з питань акредитації). Дослідження включало ідентифікацію ключових інституцій, аналіз їхніх функцій, порівняння зовнішніх і внутрішніх механізмів забезпечення якості та оцінку відповідності національних підходів європейським рамкам EQAVET.

*Результати:* Встановлено, що ефективність данської моделі забезпечення якості зумовлена поєднанням інституційної автономії, ризик-орієнтованого нагляду, активної участі соціальних партнерів та цифровізації процесів моніторингу. Інститут оцінювання освіти Данії забезпечує системний моніторинг результативності та тематичні оцінювання. Галузеві ради Данії визначають професійні стандарти, результати навчання та критерії оцінювання, забезпечуючи відповідність програм ринку праці. Акредитація програм, орієнтована на результати навчання, гарантує прозорість і підзвітність. Виявлено, що цифрові інструменти: дашборди, автоматизовані системи збору даних, цифрові портфоліо підвищують точність аналізу та сприяють доказовому управлінню. Визначено обмеження, пов'язані з ресурсомісткістю системи та залежністю від соціальних партнерів у секторах із низьким рівнем організованості.

*Висновки:* Данська модель забезпечення якості професійної освіти демонструє високу інституційну узгодженість, стійкість та здатність до адаптації в умовах технологічних і соціальних змін. Її теоретична цінність полягає у формуванні цілісного бачення багаторівневої системи забезпечення якості, а практична - у можливості використання її елементів для модернізації національних систем професійної освіти. Рекомендовано розвивати інституційну автономію органів забезпечення якості, посилювати участь соціальних партнерів, впроваджувати ризик-орієнтовані підходи та розширювати використання цифрових інструментів моніторингу.

**Ключові слова:** *інституційна архітектура, соціальне партнерство, ризик-орієнтований нагляд, акредитація програм, цифрові інструменти моніторингу.*

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