

Indicator	Results ¹	Comments
<p>1. Relevance of quality assurance systems for VET providers</p> <p>a) share of providers applying internal quality assurance systems defined by law/at own initiative</p> <p>b) share of accredited VET providers</p>	<p>Ministry of Children, Education and Gender Equality</p>	<p>The regulation Order no 1010 of 22/09/2014 and Chapter 2 Quality Assurance in IVET states that “all VET providers must document that they have and use a system of quality assurance and development. They must meet the requirements laid down in the quality rules, whereby they will also meet the requirements of the CQAF.” Data is collected at national level through surveys and provider reports.</p>
<p>2. Investment in training of teachers and trainers</p> <p>a) share of teachers and trainers participating in further training</p> <p>b) amount of funds invested</p>	<p>VET institutions</p>	<p>The regulation Order no 1010 of 22/09/2014 Chapter 3 Teachers and Leaders Qualifications states that schools should have a plan for upgrading the qualifications for teachers and leaders to a certain level. This should be launched before the year 2020. The data is collected at each school and can be used in case of inspection.</p>
<p>3. Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p>	<p>Collected by Statistics Denmark and used by the Ministry of Children, Education and Gender Equality</p>	<p>This is measured and used for planning and target setting as well as monitoring (See further observations following this table).</p>
<p>4. Completion rate in VET programmes: Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>Collected by Statistics Denmark and used by the Ministry of Children, Education and Gender Equality</p>	<p>This is measured by a combination of output indicators used by the current Danish quality assurance system including: 2. Completion rates; 3. Completion times; and 4. Drop-out rates and times (See further observations following this table).</p>

¹ Please indicate where applicable whether the data are for IVET and/or CVET, and specify the year

<p>5. Placement rate in VET programmes:</p> <p>a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3)</p> <p>b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	<p>Ministry of Children, Education and Gender Equality</p>	<p>Following the Order no 1010 of 22/09/2014 point (b) is measured for all schools as an indicator for the objective: Any VET learner should be as skilled as possible.</p>
<p>6. Utilisation of acquired skills at the workplace:</p> <p>a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>Ministry of Children, Education and Gender Equality</p>	<p>(a) See No 5 above.</p> <p>(b) Following the Order no 1010 of 22/09/2014 point (b) is measured for all schools as an indicator for the objective: The confidence and wellbeing of the VET schools should be strengthened.</p>
<p>7. Unemployment rate (4) according to individual criteria</p>	<p>Collected by Statistics Denmark</p>	<p>Following the Order no 1010 of 22/09/2014 point (b) is measured for all schools as an indicator for the objective: All VET learners should be as skilled as possible.</p>
<p>8. Prevalence of vulnerable groups:</p> <p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>b) success rate of disadvantaged groups according to age and gender</p>	<p>Collected by Statistics Denmark</p>	<p>The success rate and complementation for all learners is measured by socioeconomic reference making a credible comparison to other schools.</p>
<p>9. Mechanisms to identify training needs in the labour market:</p> <p>a) information on mechanisms set up to identify changing demands at different levels</p> <p>b) evidence of their effectiveness</p>	<p>Social Partners</p>	<p>The social partners for each VET are responsible for identifying the training needs. Apart from data for employment rates, no national data is collected.</p>
<p>10. Schemes used to promote better access to VET:</p> <p>a) information on existing schemes at different levels</p> <p>b) evidence of their effectiveness</p>		<p>At this stage there are no schemes with this objective. Schemes have been prepared to document age and school level for each applicant.</p>

(1) For IVET: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other

social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment. (3) For IVT: including information on the destination of learners who have dropped out. (4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.