

# Digital logbook for VET learners

**POLICY DEVELOPMENT****PRACTICAL MEASURE/INITIATIVE** ICELAND

## Timeline

2018 Implementation	2019 Implementation	2020 Implementation
2021 Implementation	2022 Implementation	2023 Implementation
2024 Implementation		

**ID number 28308**

## Background

The current written-form logbook system is old fashioned, not very well coordinated and does not allow for general oversight over the course of the studies and training by learners and schools, except by accessing the written documents from the workplace trainers. The current system seems out-of-date and it prevents learners and VET schools from improving the planning of individual learning and teaching procedures. The modernisation of the logbook system was among the VET working group's proposals.

## Objectives

Increase oversight of all parties involved, make the logbook more easily accessible - digitally - for learners, schools and workplace trainers alike and simultaneously make VET more attractive for learners. The system will also function as a venue for schools to assist learners in finding apprenticeship work placements and for the workplaces to advertise their apprenticeships. Further, the system will increase the overall quality of workplace learning and ensure that apprentices do get the training they need.

## Description

In 2019, the Directorate of Education hired a special project manager to develop and coordinate the digital logbook for VET learners, which would serve as an important quality management tool for apprenticeships and increase the attractiveness of VET. The education ministry had planned for a major industry organisation, SA-Business Iceland, to coordinate the work with the occupational councils but by early 2020 the Directorate of Education was also entrusted with that task. The new digital logbook will allow learners and schools to improve the learning process by replacing the old one. The plan is to launch the new digital logbook gradually with four different trades - hairdressers, electricians, assistant nurses and carpenters - using it from autumn 2020. Other trades will follow in 2021.

**2018 Implementation**

### **2019 Implementation**

Implementation continues. In 2019, the focus was on developing and programming the actual data programme that will contain the logbooks. A working group was established, which worked closely with the project manager. Also in 2019, the project manager and the ministry and directorate worked on defining roles in the new digital logbook and developing the programme accordingly.

### **2020 Implementation**

The programme was operational and run as a regular practice. There were five study programmes already in the logbook. Development of the system was in its final phase. Next step planned is introducing the digital logbook to users.

### **2021 Implementation**

There are now twenty-eight study programmes already in the logbook. Development of the system is in its final phase. The digital logbook is being introduced to users, and they are using it within the study programmes mentioned.

### **2022 Implementation**

There were now thirty-five study programmes in the logbook. Development of the system was mostly completed but, as most computer programmes of this type, it constantly needs to be developed and maintained. For that purpose, a revision council of users was set up. The digital logbook is still being introduced to users, and they are using it within the study programmes mentioned.

### **2023 Implementation**

VET curricula and digital training logbooks reviewed:  
When reviewing job descriptions and competence requirements, not only are technical changes in jobs considered, but also environmental issues, feeding into the national VET curricula. In September 2023 a new competence requirement concerning sustainability and environmental issues was added to all job descriptions and competence requirements in a transversal way across all VET sectors. The process is under constant review. The skill requirement is assessed personally for each apprentice at the workplace. It is the master craftsman who evaluates work performance against viability goals, e.g. choice and use of materials and work processes while working on different tasks. As a result, when job descriptions and competence requirements are written or updated, reviewing them through this method has become a widely accepted practice across various professions.

### **2024 Implementation**

The digital logbook is constantly in good progress, appreciated by apprentices, trainers and employers. It is hosted and maintained by the new Directorate of Education and School Services and the Apprentice Centre, and widely used by all relevant stakeholders.

## **Bodies responsible**

- Ministry of Education, Science and Culture (until 2021)
- Directorate for Education

## **Target group**

**Learners**

Learners in upper secondary, including apprentices

### **Education professionals**

Trainers

Guidance practitioners

### **Entities providing VET**

Companies

Small and medium-sized enterprises (SMEs)

VET providers (all kinds)

## **Thematic categories**

### **Governance of VET and lifelong learning**

Further developing national quality assurance systems

### **Modernising VET offer and delivery**

Reinforcing work-based learning, including apprenticeships

### **Supporting lifelong learning culture and increasing participation**

Ensuring equal opportunities and inclusiveness in education and training

## **European priorities in VET**

### **Osnabrück Declaration**

Resilience and excellence through quality, inclusive and flexible  
VET

## **Subsystem**

IVET

## **Further reading**

[About the digital logbook](#)

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[ReferNet Iceland, & Cedefop \(2025, January 8\). Iceland: competence requirement on sustainability added to VET job descriptions. National news on VET.](#)

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[ReferNet Iceland; Cedefop \(2021\). Iceland: digital logbook becomes operational. National news on VET.](#)

## **Related policy developments**

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**2024 Implementation**

### **Coordination of the work of occupational councils**

The occupational councils provide the education minister with guidance on vocational education at the upper secondary school level. The councils are responsible for defining job descriptions and competence requirements and provide reviews of upper secondary

qualifications.

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET CVET

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**2023 Implementation**

**Strengthening VET in Iceland - VET working group's proposals**

For 2015-17, the main emphasis in the education ministry was the elaboration of proposals that a specific working group delivered in 2015. The main ideas of the working group were:

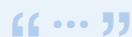
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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET



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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28308>