

Updating teachers' continuing training

POLICY DEVELOPMENT**PRACTICAL MEASURE/INITIATIVE** **DENMARK**

Timeline

**ID number 28153**

Background

In 2015, the National reform programme identified continuing professional development (CPD) for teachers as of major importance and earmarked DKK 400 million to improve the quality and attractiveness of continuing training for VET teachers. Denmark had approximately 8 000 VET teachers in around 100 VET colleges, teaching in both IVET and adult learning programmes.

Objectives

The objective of the initiative is to give experienced VET teachers who do not have pedagogical training a 10 ECTS module of vocational pedagogics.

Description

This continuing professional development (CPD) requirement for VET teachers is based on a competence needs analysis carried out by the ministry to accommodate the goals of the 2015 reform. Training focuses on: learning processes and learners' progression; related classroom management; planning and differentiated teaching; practice-related teaching and helping learners to link college-based and company-based learning; activating learners; use of ICT in teaching and learning. Training modules are needs-oriented and practice-oriented. The programme has been complemented by a module on entrepreneurship and an elective on practice-based teaching. It also includes training to support disadvantaged learners. Teachers can also complete a qualification in teaching Danish as a second language. Training is provided by university colleges but takes place at VET colleges. Following the 2015 reform, responsibility for VET teachers' CPD has been decentralised and every college needs to draw up competence development plans for all its teaching staff. These plans are developed both for the staff as a whole and for individuals, with their agreement. Training outcomes are assessed by the university or university college.

2015 Approved/Agreed**2016 Implementation**

2017 Implementation
2018 Implementation
2019 Implementation There have been no significant changes in the implementation of this initiative since 2018.
2020 Completed In 2020, the initiative was finalised with the last (around 100) classes.

Bodies responsible

- Ministry of Children and Education

Target group

Education professionals

Teachers

Thematic categories

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Attractiveness of the teaching and training profession/career

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

Subsystem

IVET CVET

Further reading

[Reform: skills upgrading](#)

Related policy developments

2016 Completed

Teacher placement in companies

The Ministry of Children and Education encouraged VET colleges to cooperate with local enterprises to secure teacher placements.

 DENMARK

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2025 Implementation

Pedagogy becomes a mandatory part of initial teacher training

Following the norm of 2015, legislation requires that VET teachers start their studies in vocational pedagogy normally one year after being recruited and complete their studies at least four years after recruitment at the bachelor or diploma level (60 ECTS – European credit transfer and accumulat

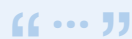
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Type of development

Regulation/Legislation

Subsystem

IVET CVET



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