

4th policy learning forum
lessons from the updated
**EUROPEAN HANDBOOK
ON LEARNING OUTCOMES**



27 and 28 June 2022
Hybrid event

#VETlearningoutcomes



CEDEFOP

European Centre
for the Development
of Vocational Training

Learning outcomes – the Danish Approach

Søren Kristensen, PhD
Thessaloniki June 27, 2022



A lightning overview of (mainstream) VET in Denmark

Some 100 apprenticeship programmes, each structured in

- Basic period ($\frac{1}{2}$ - 1 year) – entirely school-based
- Main programme (2-4 years) – alternance-based



History and nature of LO-approach

- Fully integrated since 2000 (Reform: "From teaching to learning")
- LOs identified, formulated and updated (annually) by parital social partner "trade committees" (one for each programme)
- Validated by the Ministry of Education through a Ministerial Order (Final LOs)
- Granularity expressed through subsets of LOs for basic period, school periods during main programme, and placement periods



Describing LOs

- Ministerial Order: task-based
- Placement periods: task based
- Basic period: KSC (as known from EQF)



Uses of LOs

- Assessment (examinations)
- Calibrating school/enterprise cooperation (e.g. specialisations)
- Measuring progress in individual learning trajectories
- APL (NB: system not credit-based)



Challenges

- Formulations and interpretations
- Representativity of existing social partner organisations (e.g. in IT)
- New occupational profiles not covered by existing organisations
- Cross-border mobility