

a future teacher who owns modern teaching technologies and is creative, qualified and competitive becomes of particular importance.

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MAIN CHARACTERISTICS OF THE DANISH SYSTEM OF QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING

Rodion Kolyshko

Institute of Vocational Education and Training

of the National Academy of Educational Sciences of Ukraine

Kyiv, Ukraine

The Danish system of Vocational Education and Training (VET) is internationally recognised for its strong integration of social partnership, evidence-based governance, and alignment with European quality assurance frameworks. Over the past two decades, Denmark has systematically modernised its VET quality architecture by combining national legislation, institutional autonomy, performance-based monitoring, and European instruments such as the Common Quality Assurance Framework (CQAF) and the European Quality Assurance Reference Framework for VET (EQAVET). This multi-layered model ensures transparency,

accountability, and continuous improvement across all levels of the system (*Cedefop, 2019; European Parliament and Council of the European Union, 2009*).

One of the main characteristics of the quality assurance in Danish VET is a robust legal framework. The *Vocational Training Act* defines the structure of VET programmes, the dual training model, and the responsibilities of providers and enterprises. The *Act on Institutions of Vocational Education and Training* establishes VET colleges as self-governing institutions with mandatory internal quality assurance systems and governing boards that include employer and employee representatives. The *Act on Employers' Reimbursement Fund (AUB)* ensures financial sustainability of apprenticeships by compensating enterprises for training-related costs, thereby reinforcing employer engagement in quality processes (*Ministry of Children and Education, 2022*).

Institutionally, the Danish Evaluation Institute (EVA) plays a central role in external quality assurance. EVA conducts thematic evaluations, system-level analyses, and targeted reviews of providers whose performance indicators deviate from national benchmarks (*EVA – Danish Evaluation Institute, 2021*). This creates a coherent system where legislation, institutional autonomy, and external oversight interact to maintain high standards.

The Danish National Qualifications Framework for Lifelong Learning (NQF), adopted in 2009, provides a unified structure for all qualifications across the education system. Fully aligned with the European Qualifications Framework (EQF), the NQF defines eight levels based on learning outcomes expressed in terms of knowledge, skills, and competences (*Ministry of Higher Education and Science, 2025*).

In VET, the learning-outcomes approach ensures that curricula, assessment, and certification reflect occupational standards and labour-market needs. It also supports Recognition of Prior Learning (RPL), particularly in adult VET programmes (EUV), where learners' previous experience can shorten individual learning pathways. The NQF thus enhances transparency, comparability, and mobility within Denmark and across Europe (*Eurydice, 2025*).

Denmark was among the early adopters of European quality assurance instruments. The Common Quality Assurance Framework (CQAF), introduced in 2004, provided the initial structure for systematic quality development through the PDCA cycle, stakeholder involvement, and shared indicators such as completion rates, employment outcomes, and learner satisfaction (*European Commission, 2004*).

In 2009, the adoption of EQAVET strengthened this foundation by formalising a European reference framework for quality assurance in VET. EQAVET introduced

a coherent set of descriptors and indicators applicable at both system and provider levels, reinforcing evidence-based monitoring and continuous improvement (*European Parliament and Council of the European Union, 2009*). Denmark integrated EQAVET principles into national legislation and institutional practice, ensuring alignment between European standards and domestic quality assurance mechanisms (*Cedefop, 2019*).

The Danish VET system relies on a comprehensive set of performance indicators to monitor effectiveness and guide policy interventions. These indicators include programme completion rates, employment outcomes within 6-12 months after graduation, transition to higher education, and inclusion metrics for learners with special needs (*European Commission, 2020*). Data are collected through national registers that track educational trajectories and labour-market participation, enabling the Ministry and EVA to produce comparative dashboards for institutions and occupational programmes.

When performance indicators fall below national thresholds, targeted interventions are initiated. EVA conducts thematic evaluations or provider-specific reviews, and institutions are required to develop corrective action plans with measurable KPIs. This model ensures accountability while supporting providers in improving their performance.

Danish VET colleges operate under a mandatory internal quality assurance framework based on the PDCA cycle. Providers develop documented policies and procedures for programme evaluation, risk assessment, and continuous improvement. Annual quality reports summarise performance, stakeholder feedback, and planned improvements, ensuring transparency and public accountability (*EVA – Danish Evaluation Institute, 2021*).

Stakeholder involvement is a defining feature of internal quality assurance. Students, employers, and workplace mentors participate in surveys, consultations, and local training committees. This ensures that programme content, assessment practices, and workplace training remain relevant and aligned with occupational standards.

Work-based learning quality is safeguarded through standardised apprenticeship contracts, joint assessment of learner progress by schools and enterprises, and monitoring of workplace tasks to ensure their relevance and adequacy (*European Commission, 2020*).

Social partnership is a cornerstone of Danish VET governance. National trade committees, composed of employer and employee organisations, are responsible for developing and updating occupational standards, defining learning outcomes, and ensuring that programmes reflect technological and labour-market developments, including green and digital transitions (*Cedefop, 2019*).

At the local level, training committees facilitate cooperation between VET institutions and regional employers. They test innovations, validate new tools and production methods, and advise on curriculum adjustments. This multi-level partnership model ensures that quality assurance is deeply embedded in labour-market needs.

Digitalisation has become an integral part of quality assurance in Danish VET. Electronic learning platforms and digital student records enable real-time monitoring of attendance, module progression, workplace tasks, and competence assessments. Learning analytics tools identify early signs of dropout risk and support targeted mentoring interventions (*EVA – Danish Evaluation Institute, 2021*).

During and after the COVID-19 pandemic, Denmark expanded hybrid learning formats and introduced remote assessment methods with video verification and academic integrity safeguards. These innovations strengthened the resilience and continuity of quality assurance processes.

The Danish system of quality assurance in VET is characterised by a sophisticated interplay between national legislation, institutional autonomy, social partnership, data-driven governance, and alignment with European frameworks. The integration of NQF, CQAF, and EQAVET has created a coherent architecture that supports transparency, mobility, and continuous improvement. Denmark's experience demonstrates how a well-designed quality assurance system can enhance the relevance, effectiveness, and international comparability of vocational education and training.

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**DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE MEDICAL
PROFESSIONALS IN THE CONTEXT OF INTEGRATION
OF HIGHER MEDICAL EDUCATION**

Ryslana Konoshchuk, Vira Chornous
Municipal Institution of Higher Education
“Rivne Medical Academy”
Rivne, Ukraine

The formation of professional competence of future medical professionals is based on motives, needs and social demands that regulate behavior and the choice of value orientations by such specialists. The foundation of the professional orientation of a future medical worker, on the one hand, is an interest in the profession, which is reflected in attitudes towards colleagues, patients and the administration of the medical institution where professional activity will be carried out; on the other hand, it includes the specificity of medical practice and the desire for self-education and self-improvement. Taking these principles of professional competence formation into account, medical professionals will be able to provide high-quality medical services in the course of their professional activity.

The integration of higher medical education involves the active implementation of international standards and the adaptation of educational programmers to the needs