

Regulations Concerning Vocational Education and Training Programs (Abridged)

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Chapter 1. Purpose

Section 1. Vocational education and training (VET) programs are required to fulfill the purposes as set out in the laws concerning VETs and the assumptions on which these programs are approved, e.g., the length of study and the supplementary funds per year per student.

1.2. VET programs should develop the student's practical, theoretical and personal vocational competence with regard to the needs of the labor market, professional mobility and the student's own needs to the highest level possible. The programs should promote independence of mind, cooperation and communication. The program should also promote vocational and social problem-solving, initiative, flexibility, and quality workmanship, as well as develop the student's basic skills in mathematics, reading, written and verbal communication and information technology.

1.3. VET programs should in general contribute to the development of the student's ability to innovate and create with regard to participation in the development of products and services and with regard to the fundamentals of establishing his or her own business.

1.4. VET programs should in general promote the student's international competence with a view to employment and continuing education.

1.5. VET programs should contribute to the student's understanding of a good working environment and the development of a desire to preserve and protect the natural environment.

1.6. VET programs may offer “VET-plus” (da: *eux*) programs that qualify the student for admission to institutions of higher education.

Section 2. The vocational committee's proposal for establishing a VET program should include a description of the following:

- 1) The purpose of the program.
- 2) The areas of the job market to which the program is directed.
- 3) The duration of the proposed program and its division into stages.
- 4) The students to which the program is intended to appeal.
- 5) The features that distinguish the proposed program from other such programs.
- 6) The expected availability of trainee positions and employment opportunities.
- 7) The expected yearly acceptance rate, based on studies and predictions.

- 8) Current studies and predictions concerning the need for additional competencies, which can form the basis for determining the purpose and content of the program.
- 9) How the proposed program would contribute to fulfilling the purposes according to Section 1.

Section 3. The vocational committee makes its decisions within the framework that follows from the Regulations concerning VETs. It can determine:

- 1) The name of the VET program, its stages and advanced courses.
- 2) The duration of the program
- 3) The competency goals which the student should achieve.
- 4) Final examinations.

3.3. The vocational committee should devise the program with talent track options, in which 25 percent or more of the classwork in the main sequence is at a higher level than required.

3.4. The vocational committee is consulted by the Ministry of Education concerning the rules for VET-plus (da.: *eux*) programs.

Section 4. The Ministry of Education Regulations are supplemented with one or more administrative infrastructures (da.: *uddannelsesordninger*) determined by the the relevant vocational committee in accordance with a framework devised by the Ministry and published in an electronic format provided by the Ministry.

4.2. Administrative infrastructures should reflect the demands on competencies of the trained workforce. They should contain a detailed description of the program's purpose, design and instructional content. This should include a) a brief description of the basis coursework, a description of the goals and structure of the vocation-specific courses in the main sequence and the normal time to completion; b) a description of how the base courses relate to subsequent courses, apprenticeship and school instruction and evaluation of the students. Coursework should be based on goals for vocational competency, e.g., goals for promoting innovation and international communication.

Chapter 2. Quality in Education

Section 5. The vocational committee for a VET program should make follow-up evaluations of whether the program meets the demands for quality education.

5.2. The vocational committee should, in collaboration with the local VET program committee (da.: *uddannelsesudvalg*) and the businesses offering apprenticeship positions, make regular quality development and quality control studies of the program's apprenticeship courses, e.g., follow the progress of large cohorts of students through their apprenticeships.

5.3. The vocational committee must, in collaboration with local VET program committee and the schools make regular quality control and development studies of the program's apprenticeship school program.

5.4. The vocational committee should keep abreast of the trends in employment and report on the need for additions or changes in the course offerings.

5.5. The vocational committee should keep abreast of the local VET program committee's implementation of the local education plan in the schools qualified to offer VET programs.

Section 6. The school should have an organized approach to the evaluation and development of the quality of its instruction. This approach should include procedures for the regular collection of data.

Section 7. The school's procedures for self-evaluation should ensure that selected areas are made the object of systematic and critical discussions of the school's design and implementation of the VET program with the intention of evaluating the school's success in relation to increasing the number of students certified.

7.2. This self-evaluation report should be done yearly and include at least one area concerning the school's design and implementation of its programs and teaching.

7.3. On the basis of this self-evaluation report, the school should draw up a follow-up plan that establishes the need for changes, the operational goals, strategies and time allotted for implementation. The follow-up plan should be available on the school's website.

7.4. The school's follow-up plan should include a list of concrete steps to be taken to increase the number of students certified. In this list, the school should prioritize the use of its methods in relation to student body composition, program offerings, and special needs. The list should include the school's goals for increased certification and describe how the effect of the methods used is

measured and include a plan for placing students in apprenticeship positions, together with a measure of how much work has been done seeking these positions. Finally, the list should contain a report on the school's results in the previous year. The list should be approved by the school board and sent to the Ministry of Education by March 1.

7.5. The school's procedures detailed in Section 6 should ensure that employees and students, as well as the local VET program committee are sufficiently consulted in the self-evaluation report and the follow-up plan.

Section 8. The program's procedures for the collection of data should ensure that the school can document its results regularly, including the efforts to increase student certification. The documentation should be a part of the basis of the school's self-evaluation reports.

8.2. The results of each year's data collection are published on the school's website by March 1 of the following year.

Section 9. A résumé of the school's systematic quality control and development efforts should be available on the school's website.

Chapter 3. Teacher and Administrator Qualifications

Section 10. The school should constitute its teacher-administrator committee, such that students can achieve the goals set by the various programs offered by the school and such that there is the necessary competence in school administration present.

Section 11. A teacher should have the following qualifications when hired:

- 1) Basic vocational or professional education in one or more relevant areas. This education and training should be supplemented by continuing education courses and programs, as well as degrees in higher education.
- 2) Relevant and current business experience:
 - a) Those who teach subjects that are squarely business-related should have at least five years business experience.
 - b) Others should normally have at least two years business experience. The school may ignore this requirement in cases in which teachers with two years business experience are not available for hire. It is the school's responsibility in these cases to design coursework to ensure the

teacher gains sufficient insight in the relevant areas of business.

Section 12. The teacher should gain the following qualifications, if these are not achieved at the time of employment:

- 1) A broad general background: The teacher is allow three years to gain certification corresponding to a business high school diploma (da.: *hhx*). The teacher should take courses at the highest level (A-level) that are directly relevant, as determined by the school, to the material to be taught.
- 2) It is the school's responsibility, in cooperation with the teacher, to make sure the teacher's general background is sufficiently broad.

12.4. It is the school's responsibility to determine whether the individual teacher is competent to teach.

12.5. The teacher is responsible for maintaining and developing the the necessary vocational and educational knowledge in order to preserve their competence as educators.

12.6. The school should have a plan for the teacher-administrator committee's work to promote teacher competence development and document that all members have administrator competence corresponding to 10 ECTS points or 1/6 of a year's work in an associate degree program for school administrators.

12.7. The school should have a plan of continuing education for the teaching staff. The school should in consultation with its teachers design its continuing education program with a view to the necessary renewal and modification of staff competency in teaching, such as short periods of workplace experience and courses on didactics.

12.8. The plan according to 12.7 should ensure that all teachers have vocational teaching competence corresponding to at least 10 ECTS points in an associate degree program in education.

Chapter 4. The Structure of the Programs

Section 13. A VET program includes both classroom learning and apprenticeship.

13.3. The second half of the base courses may be partly or entirely replaced by a period of

apprenticeship in a workplace on the basis of an apprenticeship contract.

Section 14. A VET program should contain several competency-engendering stages.

14.2. These stages should be a valid basis upon which both employment and continuing education can be sought, as well as fulfill the duration requirements for acceptance into an unemployment fund. The coursework common to all students should be arranged such that the student can resume studies after an interruption.

School instruction

Section 16. The school should design its instruction in an economical and pedagogically sound manner and may adapt the program to local needs, which the school will develop in cooperation with the local VET program committee and businesses potentially offering apprenticeships. VET for Adults (*euv*) should be designed pedagogically and didactically with older adult students in mind.

16.2. The school should as a rule make separate teams for youths and older adults. The school decides whether the two teams will take instruction together, with other programs or whether instruction can occur at a workplace.

16.6. Students should be given the opportunity to complete their studies or parts thereof at a foreign institution, according to a contract between the student and the school. The school should ensure that the coursework fulfills the requirements as set out in the Regulations and administrative infrastructures. If the student is covered by an apprenticeship contract, the workplace offering the apprenticeship should be consulted. The foreign residency contract is valid only if the workplace approves it.

Section 17. The school should offer teacher-led instruction in the base sequence a minimum of 25 total hours per week from august 2015 and 26 total hours per week from august 2016. This instruction, in addition to the students' independent problem-solving, home work and preparation, etc., is called full-time instruction.

17.2. Teacher-led instruction is:

- 1) Scheduled;
- 2) Designed by teacher;

- 3) Compulsory for the student;
- 4) In which the teacher is present, physically or digitally;
- 5) In which the teacher is actively engaged in the students' learning experience.

Section 18. The school should design instruction in the base sequence such that the total instruction time includes an average of 45 minutes of exercise and movement per day of instruction.

18.2. The school can also encourage the students to take active breaks or offer opportunities for exercise throughout the school day.

The Base Sequence Part I

Section 20. Part I of the base sequence should give the students general vocational knowledge and competency.

20.2. Part I should include context-oriented, project-based introductory vocational instruction, such that youths become increasingly competent and wiser concerning their choice of vocation.

20.3. Instruction in part I should be organized around student teams to promote vocational and social fellowship.

20.4. A student begins part I within one of four vocational sectors, which together constitute all VET programs;

- 1) Care, health and education;
- 2) Office, trade and business services;
- 3) Food, agriculture and experiences; ??
- 4) Technology, construction and transportation.

20.5. The school should establish one or more vocational fields (da.: *fagretninger*) within the sectors it offers. Student teams and instruction should be organized around the idea of the vocational field, which should normally include several specific vocations. It should consist of vocational projects within one or perhaps two sectors.

The Base Sequence Part II.

Section 21. Part II of the base sequence should be a practical introduction to a VET program that is directed specifically toward a main sequence and is intended to guide the student in fulfilling the entry requirements at the start of instruction in the main sequence.

21.2. Part II should include instruction that, on the basis of the need for a qualified workforce, can accommodate the individual student's wishes, needs and possibilities with regard to general, vocational and personal competencies in order to make the transition to the main sequence.

21.3. Part II instruction lasts 20 weeks and, not including VET-plus (da. *eux*) courses, consists of a vocation-specific course, four weeks of base coursework and four weeks of elective coursework.

Section 22. The base sequence part II concludes with an exam. The exam should be passed before the student is allowed to begin instruction in the main sequence.

22.2. The base sequence is an exam covering the vocation-specific coursework and is intended to evaluate whether the student has met the vocational requirements.

22.4. The exam lasts at least 30 minutes and at most seven hours, including voting. Verbal questioning and the student's defense should be at least 30 minutes, including voting.

22.5. The test can consist of practical and theoretical parts or just one of these parts and is to be set forth by the school in cooperation with other relevant schools and vocational committees. Further details concerning the exam are outlined in the description of the vocation-specific courses as written in the VET program handbook (da.: *lokal undervisningsplan*). The school may design the the base sequence exam as a group exam. The duration of a group exam is at least 30 minutes per participant.

22.6. After the exam, the school should send the student's grade to the vocational committee for their records.

Main sequence

Section 24. The compulsory part in a VET program's main sequence intended for youth lasts ordinarily not more than three years and six months. The compulsory part should not normally last longer than 60 weeks.

24.2. The main sequence in a VET program for adults (da. *evv*) is generally shorter than the main sequence in a corresponding program for youth. School instruction should be at least ten percent shorter than instruction the corresponding VET for youth.

Basic Subjects

Section 25. The school should design instruction in the basic subjects in connection with the entirety of the instruction, such that the student achieves insight and skills in a particular basic subject and its practical application in areas that are associated with the vocational field of choice. Theory and problem-solving should supplement each other, such that the subject matter contributes to the student's vocational competence.

Vocational Subjects

Section 28. Instruction in vocational subjects is to be based on practical application. The subjects are determined by the Ministry of Education and are common to all vocational sectors and fields.

VET program-specific subjects

Section 29. The VET program-specific subjects include practical and theoretical instruction that is intended to give specific vocational competence.

Special Topics

Section 30. Special topics are vocation-specific at the highest level (A-level) and are offered only in the main sequence.

Elective Subjects

Section 32. The school should give students the possibility of choosing subjects in the basic sequence for at least three of the following categories, of which supplementary subjects should be one:

- 1) Supplementary subjects – subjects that aid the students scholastically or practically;
- 2) Bonus subjects – subjects that give the student the opportunity to deepen their understanding

of special areas and problems;

- 3) Basic subjects – see the Regulations Concerning Basic and Vocational Subjects in VETs.
- 4) Vocational subjects.

Section 33. For programs with elective courses in the main sequence, the school determines which subjects will be offered. But the school should always offer at least one foreign language other than English, as well as instruction in founding one's own business and innovation processes.

33.3. The school should make choices available to the students and offer subjects at levels that have significance for continuing education, as well as theoretical, practical and creative subjects that supplement the general and vocational instruction for students that wish to deepen or broaden their understanding of certain areas of their education.

33.5. The elective offered should be listed in the VET program handbook (da.: *lokal undervisningsplan*). The grading scale and the basis on which grades are given should also be listed in the program handbook.

Performance Standards

Section 34. The vocational committees should use the following performance standards in the administrative infrastructures (da.: *uddannelsesordning*) when describing vocation-specific subjects:

- 1) Beginner level. The student can solve a problem and perform an exercise in a known situation or on the basis of a known set of circumstances or can perform a more complex exercise with guidance. At this level, the personal competence to engage the program's fundamental practical knowledge and skills is emphasized, as well as independence in problem solving and developing a sense of responsibility for one's continued learning.
- 2) Intermediate level. The student can plan and complete a task or exercise or solve a problem in a familiar or standard situation and environment, either alone or in cooperation with others. At this level, the personal competence to independently engage more complex problems and to discuss their possible solution with others is emphasized.
- 3) Advanced level. The student can evaluate a problem or exercise, plan and carry out solutions to it or solve problems in non-standard situations, alone or in cooperation with others, according to the problem type. At this level, emphasis is placed on taking individual responsibility and demonstrating initiative, becoming competent to formulate and solve social and vocation-related problems and tasks creatively and with a sense of quality workmanship.

Higher Levels and Talent Tracks

Section 35. The school offers all levels for all its subjects, in cooperation with other schools and institutions, if necessary.

Section 36. The school offers talent tracks for all VET programs that the vocational committee decides can be organized in this manner.

36.2. The school offers students intensive training in vocationally relevant competencies as preparation for participation in competitions.

VET-plus Coursework

Section 37. The purpose of scholastically oriented subjects is to allow the student to supplement vocational competence with whole or partial scholastic competence. The student should be able to choose scholastic subjects (base subjects, business high school subjects and select subjects at the college preparatory level) which, together with VET competence allow for entry into business school programs and other higher education programs that are natural extensions of the students vocation.

Apprenticeship

Section 40. Apprenticeship training follows the goals and applications that are determined by the rules for the individual programs.

40.2. The VET program handbook (da. *uddannelsesordning*) for the individual program should include a detailed description of the school - apprenticeship workplace cooperation, also whether a personal vocational plan and an apprenticeship book are used.

Final Examinations

Section 41. A VET program concludes with an exam. The final exam can be made part of the classroom work in the last school-based period. The final exam can also be held after school-based instruction has finished as a journeyman's piece, conducted by the vocational committee.

Section 42. The exam should be a valid test of overall vocational competence and should ensure an evaluation of the student's individual effort.

Chapter 5. Admission Limits

Section 43. If admission limits are in place, then only those students who have an apprenticeship contract are admitted to part II of the base sequence.

43.2. If admission limits are in place, then the Education Secretary can determine that in addition to the students with an apprenticeship contract, a limited number of students without an apprenticeship contract may also be admitted, taking into account the employment conditions for the apprenticed.

Chapter 6. VET Program Handbook and Student Requirements

Section 45. The VET program handbook (da.: *lokal undervisningsplan*) is determined by the school in cooperation the local VET program committee. Instruction plans are drawn up for the base- and the main sequence. The program handbook is the school's documentation of instruction and should be in finished form before students begin coursework. The students should be made familiar with its contents and it should be available on the school website.

45.2. The school is responsible for regular assessments of the need for renewal of the program handbook and make the necessary revisions.

45.3. The program handbook should include any VET-plus courses offered.

Section 46. The program handbook should include a description of the following:

- 1) The detailed structure of classroom instruction and the interplay between coursework and apprenticeship training.
- 2) The pedagogical, didactical and methodological basis for instruction, including choice of the form of instruction and the systematic theory behind the strategy and methods for differentiating instruction.
- 3) The content of the subjects and instructional exercises. The description should include the goals achieved by the exercise.
- 4) The school's elective and supplementary offerings, as well as the guidelines associated these.

- 5) The estimated time allotted to learning exercises, such as projects and the student's home work.
- 6) The school's evaluation plan, including the basis for the examination and grading.
- 7) Teacher qualifications, resources and equipment, in cases where required by rule.
- 8) The content of the apprenticeship and how it is evaluated.

Section 47. The school should determine what is required of students in a VET program. The school should inform the students and the local VET program committee by the beginning of coursework.

47.2. Student requirements should include the following:

- 1) Rules concerning students' attendance.
- 2) Rules concerning students' absence, registration of absence and permissible grounds.
- 3) Rules concerning students' homework and project submission.
- 4) Rules concerning students' participation in projects or similar work outside the school and its registration.
- 5) Rules concerning students' sick leave.
- 6) Rules concerning the school's notification of the apprenticeship workplace in cases where the student has left the program.
- 7) Rules concerning orderly behavior, so-called house rules.
- 8) Rules concerning the sanctions available to the school when the rules are broken.

47.3. The school should make regular checks of students' attendance and note whether any absence is permissible. The school should notify the relevant apprenticeship workplaces of any absences by the end of school-based instruction. The school should always be in possession of a record of the individual student's total absence.

Chapter 7. Apprenticeship Position Procurement

Section 48. The schools should establish among themselves and the vocational committees a process for procuring apprenticeship positions for students who are unable find such positions themselves.

Section 49. The schools should provide information, for assessment and use in the procurement of apprenticeship positions, on the following:

- 1) The names of the students seeking apprenticeships, their education background and wishes

concerning their education, geographic distribution and other relevant information.

2) Approved apprenticeship workplaces, the apprenticeship-related possibilities, geographic distribution and other relevant information.

Section 50. The schools should make systematic inquiries into the availability of apprenticeship positions, in cooperation with the vocational committees, the local VET program committees, city and county officials, employment advisory boards and other relevant partners. The schools can distribute the work load among themselves as per agreement.

50.2. School enquiries can made through visits to work places, information on the applicant's qualifications and vocational wishes, informational meetings and other systematic approaches.

50.3. Enquiries should include both approved and non-approved workplaces. In the case of non-approved work places, the schools must, in cooperation with the local VET program committee, investigate the possibility of achieving the vocational committee's approval and thereafter the possibility of apprenticeship positions.

50.4. The vocational committee makes enquiries concerning potential apprenticeship positions, both approved and non-approved workplaces in the area. The committee is to advise the workplaces as to the various possibilities for creating apprenticeship positions. The committee should contact the approved workplaces at regular intervals to ensure the highest possible number of apprenticeships.

Part II. Student Progress Through the Program

Chapter 8. Admission to the Program

Section 51. Students are admitted according to the Regulations Concerning Vocational Education and Training Programs.

Section 52. If the school the applicant wishes to attend does not have a space available, the school should make a concerted effort to get the applicant accepted at another school with the same vocational offering. The school should give information about alternative schools.

52.3. If the school does not offer the base sequence or the VET program the student wishes, the school should inform the student as to other schools that teach those courses.

Section 54. An applicant that does not fulfill the requirement for a passing grade at the 9th or 10th grade level or has not achieved a passing grade in a corresponding test, the applicant should take a standardized test and have an interview with school officials.

54.2. The test is a two-hour written test, graded pass-fail.

54.3. The interview is to assess the applicant's specific vocational potential.

54.4. On the basis of the test and the interview, the school should reach a reasoned decision on whether the student can be accepted.

Section 55. The interview should at least assess the following:

- 1) Motivation for the program and desire to learn.
- 2) General knowledge of the program requirements and the personal sacrifice demanded in order to meet them.
- 3) Independence and responsibility, including whether the applicant can take the initiative in problem-solving.
- 4) Dependability, whether the student is present and on time.
- 5) Ability to work together with others.
- 6) Respect and understanding for others.

Chapter 9. Education and Training

The Personal Vocational Plan

Section 56. The school draws up together with the student and the apprenticeship workplace (if in place at this time) a personal vocational plan for the student. The student, school and the apprenticeship workplace are responsible for following the plan and making revisions to it when necessary, in light of the progress the student is making through the program. The revision can lead to a student completing a course at a different level than originally planned. The school has the general responsibility to take the initiative in these cases.

56.3. The school should make a competency assessment of the student for use in drawing up the personal vocational plan. This should be done ordinarily within two weeks of the start of

coursework. This assessment should include a concrete description of the student's background in relation to the vocational field chosen (in part I of the base sequence) and the vocational training (in part II), including whether special support is required. The assessment is made on the basis of the student's previous schoolwork, training or employment. The assessment should also give the student a clear understanding of his/her background and vocational needs. The purpose is to make sure the student begins the program at the appropriate level, avoiding the burden of double coursework. The assessment is part of the basis for drawing up the vocational plan in regard to deciding the base sequence coursework and whether the student should be credited with completing parts of the base sequence.

56.4. The school should advise the student as to the various vocational programs available and their requirements, so the student can make a realistic choice of vocation, level and instruction. The school should also advise the student about the possibility of substituting one course or level for another.

Section 57. The personal vocational plan should include information about the student's chosen vocational program, among these:

- 1) The student's own statement of purpose with regard to the program;
- 2) The instruction the student will receive;
- 3) The apprenticeship the student will complete;
- 4) Choice of special topics;
- 5) Choice of talent track, supplemental subjects and instruction leading to a VET-plus (da. *eux*) diploma;

57.2. The vocational plan must, in regard to the base sequence, include the following information:

- 1) The duration, start date and completion date of the base sequence;
- 2) The student's own goals concerning the base sequence, including vocation-related wishes and/or choices;
- 3) The instruction the student has signed up for and any project work;
- 4) The tests the student will take;
- 5) The student's plans regarding seeking an apprenticeship position, if the student does not yet have an apprenticeship contract in place;
- 6) Any alternative instruction, if the student is unable to pursue the first choice of vocation.

57.3. For students with an apprenticeship contract, the workplace must:

- 1) Draw up a plan for the apprenticeship period, together with the student;
- 2) Act as consultant in the choice of special topics.

Section 58. The school should have counselors and student-contact teachers ready to assist students in need of support and advice in order to complete their program. The school decides the details of how this is to be accomplished.

58.2. The school should ensure that each student is offered social, personal or psychological counseling.

58.3. Students who lack reading skills necessary to complete a program should be offered support and advice in regard to reading their course materials.

58.5. The education- and vocation-related counseling that is a part of the school's efforts to keep students in the program should be done by persons that have completed three compulsory courses (modules) and a relevant elective in an associate degree program in educational and vocational counseling, a bachelor's degree in public administration with a major in education and vocational counseling or master's degree in counseling.

Credit Transfer

Section 59. In determining the student's coursework, the student should be credited subjects if documented proof of competence exists. The school makes the decision whether such credit transfers may occur. The vocational committee may also abridge the program.

59.4. The school should offer instruction at a higher level or other relevant instruction, as a substitute for the instruction the student would otherwise be credited.

The Apprentice Book

Section 60. The school provides the student with an apprentice book at the beginning of classroom instruction. The apprentice book should contain the following:

- 1) The formal school guidance (da.: *skolevejledning*) to the student and documentation for instruction received;
- 2) The apprenticeship declarations issued by the apprenticeship workplace;

- 3) The student's vocational plan;
- 4) Other information relevant to the student's vocation.

60.2. The school should make sure the book also contains the rules of the program, including the suitability requirement in regard to apprenticeship school (da.: *skolepraktik*).

60.3. The student puts a copy of any apprenticeship contract and any supplementary materials in the book. The student also puts test results and other documentation of completed compulsory coursework, school guidance and apprenticeship declarations.

60.4. The student puts any information on apprenticeships in foreign countries in the book.

60.5. The apprentice book is the student's property. The student is responsible for keeping the book current with certifications and any revisions of the apprenticeship plan. The school is responsible for following up and perhaps assisting the student in this. The student should keep the apprenticeship workplace informed of the book's contents.

Chapter 10. Classroom instruction

Section 61. Instruction should, by instruction differentiation, take into account the individual student's vocational and personal learning background. Instruction should be related to actual practice in order for the student to more firmly bind theory and practice together. In the course of a program, a student will meet various forms of teaching and working, many of which are designed to promote the desire and ability for life-long learning.

61.2. Classroom instruction is done on a full-time schedule and the student's workload should correspond to a full-time position in the industry.

61.3. The school invites the students to participate in the design of instruction, such as choosing specific content in agreement with the student's personal apprenticeship plan.

Base Sequence

Section 62. The school should describe in the VET program handbook how instruction in the base sequence is organized.

62.2. Instruction in the part I of the base sequence should be designed so the student is introduced to one or more of the prioritized vocations. Students without an apprenticeship position are challenged throughout the entire base sequence to make choices through practical trials and competency building exercises, as well as informed as to other relevant vocational areas.

Section 64. In connection with the instruction that is directed toward the student's achieving all competency goals by the start of instruction in the main sequence, the school should offer guidance in regard to the availability of apprenticeship positions, relevant vocational opportunities and social mobility benefits. The school should also inform the student of legal issues between the student and the apprenticeship workplace.

Section 65. The school issues a certificate of completion at the end of the base sequence.

65.2 The certificate should include information on the competencies the student has achieved, together with the grade given. The certificate should include information on the main sequence(s) the student is ready to begin at the date of award.

65.3. If the student, at the end of the base sequence, does not fulfill the requirements for continuing to the main sequence or the student terminates the base sequence prematurely, the school should issue a declaration containing the information on the completed instruction and any exams passed. The student also has a right to be credited for completed subjects, if there is basis for it.

Main sequence instruction

Section 66. Classroom instruction should in exchange programs (da.: *vekseluddannelser*) place emphasis on strengthening the students ability to couple theory and practice together.

66.3. The school, in cooperation with other schools and institutions, offers the special topics that are associated with areas of specialization during the apprenticeship. The school also offers elective special topics to such a degree that the student and the workplace are ensured a broad array of choices.

66.4. The school should give the student and the workplace the possibility of choosing elective subjects at other schools or institutions.

Chapter 11. Classroom Participation

Section 67. The students should participate in classroom exercises in accordance with the program rules and the student's personal vocational plan.

67.2. The students should follow the school's house rules.

Section 68. The students are permitted to be absent from instruction in cases of sickness and other grounds that are given in the school rules.

Section 69. The school may exclude a student from continued participation in instruction.

69.2. A student may only be excluded from continued participation in instruction after less severe sanctions have been applied.

Section 71. When a student has neglected all instruction for an extended period and the school has made suitable attempts to contact the student, then the school may consider the student as terminated from the program. The school should contact any relevant apprenticeship workplace and invite comment. The school should notify the workplace and seek to notify the student by first-class and registered mail.

Section 72. For students who are minors, the written declaration is sent to those with the parental responsibility and a copy is sent to the student.

Chapter 12. Apprenticeship

Section 77. The apprenticeship workplace should carry out the apprenticeship such that it, together with the classroom instruction makes it possible for the student to achieve the program goals. The workplace should be engaged in the program as an active partner with the school. The workplace draws up a plan for an apprenticeship in the workplace, taking into account the kind of workplace it is and what it produces.

77.2. In the first apprenticeship period, the workplace introduces the student to the vocational tasks. The student should become skilled in working on relevant tasks under instruction.

77.3. In the apprenticeship periods that follow school-based instruction, the apprenticeship should be designed such that classroom instruction and the apprenticeships supplement each other in a meaningful way.

77.4. The workplace must, as much as possible, design the apprenticeship such that the difficulty and complexity of the vocational tasks increases, such that the student, by the last apprenticeship, has achieved competencies that correspond to the demands made of one who is certified.

77.5. The workplace should impress upon the student the importance of obeying environmental regulations, workplace environment regulations, rules for good hygiene, personal safety and the safe use of equipment.

Chapter 13. Grades, Declarations and Certification

Grades

Section 78. The school makes regular evaluations of the student's progress through the program. The evaluation are made according to the school's systematic process of evaluation, the purpose of which is to counsel the student and form the basis for issuing a formal assessment of the student's progress and areas that need improving.

Declaration of Apprenticeship

Section 80. At the end of an apprenticeship period and prior to a period of classroom instruction, the apprenticeship workplace issues a declaration of apprenticeship both to the student and the school.

80.2. The declaration of apprenticeship is drawn up by the workplace and the student and should include information on the tasks and exercises the student has been involved in, whether the student has achieved the goals set for the apprenticeship and the workplace's assessment of the student's needs in regard to future classroom instruction and apprenticeship.

80.3. The vocational committee draws up the declaration of apprenticeship forms to be filled out. The school delivers these forms to the apprenticeship workplace.

School Diplomas

Section 81. When the classroom instruction part of the compulsory program has ended and final examinations are passed, the school issues a collective certificate (da.: *skolebevis*). This certificate is issued to the student. The vocational committee and the apprenticeship workplace are informed of the issuance.

Final Declaration of Apprenticeship

Section 83. When the final apprenticeship has ended, the apprenticeship workplace issues a declaration that this has occurred. If two or more workplaces are involved, then each of these workplaces issues a declaration.

Certificate of Vocation

Section 84. The certificate of vocation is issued to the student when the diploma and the final declaration of apprenticeship and any journeyman's pieces made outside classroom instruction have been approved.

Chapter 14. Apprenticeship Contracts

Contract Registration

Section 86. The student and the apprenticeship workplace draw up an contract on the particulars of an apprenticeship period.

86.2. The student chooses special topics or levels as part of the contract, unless otherwise specified.

Section 91. The school should announce, as soon as possible and four weeks at the latest under normal circumstances, when the student is to be accepted into the program on the basis of the apprenticeship contract and inform the student and workplace as to how to the student's education will proceed. The school is responsible for the drawing up the student's personal vocation plan and revisions to it.

91.2. The school informs all parties concerning the elective special topics available at the school or in collaboration with other schools and institutions.

Section 94. The school that registers the apprenticeship contract should be informed if the contract is:

- 1) Annulled during the trial period;
- 2) Annulled by agreement between the parties;
- 3) Annulled by one party after the trial period;
- 4) Annulled by the Apprenticeship Disputes Jury (da. *Tvistighedsnævnet*);
- 5) Annulled as a result of the student's exclusion from instruction, if the exclusion has occurred at another school.
- 6) Annulled for other reasons before the contract's termination date.

Section 95. The school informs the appropriate vocational committee concerning the signed contracts, revisions and annulments.

Collaborative Contracts

Section 96. An apprenticeship contract can include several workplaces. A workplace may by contract allow part of the student's apprenticeship take place at another workplace.

96.2. A school may offer supplemental apprenticeships to students who have an apprenticeship contract, as long as the requirements in Section 66.3 or .4 are met.

Section 97. An apprenticeship contract drawn up with two or more workplaces should collectively cover the entire program period. The contract should specify which workplace is responsible for which apprenticeship period.

97.2. In the individual subcontracts, all participating workplaces should be listed by name, the duration of the apprenticeship, with start and finish dates.

Partial Completion of an Apprenticeship in Another Workplace

Section 101. A workplace that allows part of the apprenticeship to take place in another workplace is responsible to the student for the whole apprenticeship period. This workplace is responsible for

making sure the posting occurs within the time constraints of the original contract. This workplace should also make sure the second workplace is certified to receive apprentices at that stage of the program.

Chapter 15. Seeking an Apprenticeship Position

Counseling

Section 102. The personal vocational plan for students registered as apprenticeship seekers after having begun school instruction should include the student's plan for seeking apprenticeships.

Section 103. Schools offer counseling to students seeking apprenticeships.

103.2. The purpose of counseling is to make the student capable of assessing the possibility of obtaining an apprenticeship position, so the student can make a qualified decision on a realistic basis.

103.3. The counseling should include complete information concerning the current vocation- and labor market, both at the local and national levels. Information should also be provided on related vocations, both those programs that require apprenticeships and those that do not.

103.4. Counseling should be geared toward helping the student help themselves in their search for apprenticeship positions and other possible vocations.

103.5. The school collaborates with the Youth Education Counseling Service (da.: *Ungdommens Uddannelsesvejledning*) and other offices and institutions that administer counseling services that can play a role in the students' completing their vocation program.

Chapter 16. Apprenticeship School

Apprenticeship Centers

Section 108. An apprenticeship center is part of an approved institution for VET programs that is also approved to offer an apprenticeship school program (da.: *skolepraktik*).

108.2. An apprenticeship center has an executive officer who reports to the executive officer of the institution.

108.3. The local VET program committees for the main sequence for which the apprenticeship center offers a program form an apprenticeship center committee. This committee advises the institution's board of directors. The apprenticeship centers provide the committee with secretarial assistance.

Section 109. The Ministry of Education Secretary approves the center on the basis of an application from an institution and a recommendation from the Council for Basic Vocational Education Programs (da.: *Rådet for de Grundlæggende Erhvervsrettede Uddannelser*).

109.2. The application should include a business model describing how the school will manage the practical aspects of an apprenticeship program in a center. The application should also describe any collaborative agreements with other schools concerning the management of the center.

109.3. The center is approved on the basis of a total assessment, including the need to ensure a high quality, vocationally sound educational environment, a sufficient number of apprenticeship contracts and a selection of programs that covers the geographic area, taking into account the labor market's demand for vocationally trained manpower and the number of students seeking apprenticeships.

Admission Requirements

Section 110. Students certified as having passed the base sequence may be immediately accepted to an apprenticeship center.

110.4. If there are limits to the number of students accepted to a vocational program, then there may not be accepted to the apprenticeship center those students who have completed the base sequence by the transfer of credits for the specific competencies that allow for admittance to a program's main sequence.

Section 111. The school should make an assessment of whether the student is capable of completing the program to which the student wishes to be accepted and whether the student, after completing the program, will be able to function in the labor market.

111.2. Students wishing to be accepted to an apprenticeship center and not having obtained an apprenticeship contract should, at the start of the base sequence, have at least three vocational wishes in the personal vocational plan. The school should ensure this is the case in connection with the assessment above.

111.3. To be accepted to an apprenticeship school program, at the end of the base sequence the student should document in the personal vocational plan that he/she has:

- 1) Sought to be apprenticed in the vocations to which the base sequence gives entry;
- 2) Sought to be apprenticed in workplaces that have apprenticeship positions open at www.praktikplads.dk ;
- 3) Sought to be apprenticed in other relevant vocations where there are openings.

111.4. A student who does not fulfill the requirements in 111.2 and .3 cannot be accepted to an apprenticeship school program.

Section 112. The student should seek and may not refuse an offer of an apprenticeship nor an apprenticeship school offer, in the entire country. The school offers counseling on receiving social mobility benefits, in reference to the provisions in the Employers Education Fund (da.: *Arbejdsgivernes Uddannelsesbidrag*)

Section 114. A student that has had an apprenticeship contract annulled without fault, may, after a review of the case, be accepted to an apprenticeship school program.

114.2. Students may not be accepted to an apprenticeship program if the issue of the student's breach of contract is before the Apprenticeship Disputes Jury (da.: *Twistighedsnævnet*)

Vocational Plan

Section 121. The student's vocational plan is drawn up on the basis of the goals of the apprenticeship and the classroom instruction.

121.2. The school should inform the relevant vocational committee concerning the vocational plan.

Section 122. Any changes in the vocational plan are made in cooperation with the student and an

employer, if there is an apprentice contract in place.

122.2. The school takes the initiative to any necessary changes to the vocational plan in case of changes to the goals, content or evaluation rules in the relevant program.

122.3. The vocational plan is no longer valid if the program which the vocational plan concerns is not completed within six years from the vocational plan's start date.

Completion of the Vocational Plan

Section 123. The student may take classroom instruction according to the rules of the program, labor market training, or single courses in regard to the vocational plan registered with the school that has drawn up the vocational plan. The student may also choose to take these elements of the program at another school that offers them. If the school that has drawn up the vocational plan does not offer all the listed elements, the school should refer the student to a school that does.

123.4. If practical work at the workplace is a part of the student's vocational plan, these work areas and work functions, as well as the estimated time spent should be described in the vocational plan. If the work cannot be done at the apprenticeship workplace, then it is the student's responsibility to find another workplace where the work can be done.

123.5. Journeyman's pieces or other final examinations are to be held in accordance with the rules of the vocational program. If the exams are conducted by the vocational committee, the school recommends the student to the committee when all documentation for the various elements of the program have been drawn up and signed by the school.

Certificate of Vocation

Section 125. The school that has drawn up the vocational plan authorizes a certificate of vocation to be issued when:

- 1) The school diploma has been issued;
- 2) Any necessary documentation for training in the workplace or practical work has been issued and approved by the school;
- 3) Any journeyman's piece or other final examination is completed and passed.

Chapter 19. Complaints

Section 130. Complaints concerning a school's decisions are to be delivered to the school by the complainant.

130.2. Complaints concerning a school's decisions on admissions, decisions on credit transfers (apart from practical competencies), decisions on exclusion from continued participation in instruction, temporary exclusion from school grounds, summons to renewed schooling or transfer to another school can be brought before the Ministry of Education. The complaint should be delivered to the school within four weeks after the decision has been announced. If the complaint is denied, the school then sends the complaint to the Ministry with its remarks. Prior to this, the school informs the complainant of the school's response and gives the complainant one week to make additional remarks in the case. When the student has replied or time has expired, the school sends the complaint and case documents to the Ministry.

Chapter 20. Effective Date

Section 131. These regulations take effect October 1, 2014.

Disclaimer: This document has been edited and translated with an emphasis on readability. It is not intended for use in legal proceedings.