

National action plan 2024-2027

Denmark

Please identify here for your country the current situation and challenges (if relevant) in the respective key commitments. In addition, you may list other commitments of the Tirana or previous communiqués and your priorities in their implementation.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>Regarding qualification frameworks Denmark has fully implemented all key commitments of the Bologna Process regarding national qualifications frameworks. Denmark implemented a National Qualifications Framework for Lifelong Learning in 2009. The framework was self-certified to the EHEA Framework in 2010 and referenced to the EQF in 2011.</p> <p>The Danish Ministry of Higher Education and Science administers a website, www.kvalifikationsrammen.dk and www.nqf.dk (in English) to secure transparency concerning the nature,</p>	<p>Regarding qualification frameworks Denmark has implemented all commitments of the Bologna Framework related to national qualifications frameworks.</p> <p>Denmark follows closely the development of qualifications frameworks within EHEA in order to be in line with potential new commitments decided or recommended within the EHEA.</p> <p>Regarding ECTS Denmark has fully implemented the use of ECTS in all higher education programmes.</p>

	<p>architecture and purpose of the NQF.</p> <p>NQF-levels as well as EQF-levels and alignment to the Bologna-cycles are documented for higher education programmes in all Diploma Supplements, which according to Danish legislation must be issued mandatory, free of charge and in English language.</p> <p>Learning outcomes descriptions are according to Danish legislation mandatory for all higher education programmes and described in the Diploma Supplements.</p> <p>Denmark has established procedures and principles for including non-formal qualifications, including micro credentials in the framework. The procedures and principles were presented to the EQF Advisory group in 2023.</p> <p>Regarding ECTS</p> <p>Denmark has in 2001 implemented legislation on the use of ECTS in all higher education programmes in Denmark.</p> <p>The allocation of ECTS to higher education</p>	<p>Full transparency of the allocation ECTS to full programmes as well as modules and courses of higher education programmes are secured in the curriculum descriptions of study programmes, in Diploma Supplements and on the ministerial website in the description of the Danish education system as well as in the website of the NQF.</p> <p>Denmark will closely follow the work on the revision of the ECTS User's Guide and actively comment on suggested changes and react to possible new recommendations adopted in the upcoming revised ECTS User's Guide.</p>
--	--	--

	<p>programmes follows the guidelines from the ECTS User's Guide as well as does the nominal duration of the short cycle, bachelor and master programmes as stipulated in the EHEA Framework.</p> <p>ECTS are allocated to all modules and courses and described in the curriculum of the different programmes. Learning outcomes descriptions of all modules and courses are described and thus related to the study load in terms of EC'TS.</p>	
<p>Recognition</p>	<p>Denmark has ratified the Lisbon Recognition Convention (LRC) in 2003 and in the same year adopted legislation on recognition for issuing legally binding recognition decisions based on the principles and procedures of the LRC.</p> <p>Full transparency of Danish legislation on recognition, application procedures, principles and procedures of recognition is established on the website of the ENIC-NARIC Office situated within the Danish Agency for Higher Education and Science: www.ufm.dk/anerkendelse and www.en.ufm.dk/recognition</p>	<p>Denmark will in the coming years work on establishing full transparency of recognition standards of higher education qualifications from all EHEA countries.</p> <p>This means publishing the general recognition standards of all EHEA degree types thus providing full transparency on recognition standards for all EHEA applicants and securing their eligibility for apply for admission to the next level of study in Denmark.</p> <p>Updating and maintaining the handbooks is resourceful and the inclusion of new countries in the handbooks will take place</p>

	<p>Denmark has been member of working groups on automatic recognition since 2012 (the Pathfinder group) and is currently member of a NARIC-project on automatic recognition as well as the Council of Europe's Working Group on Automatic Recognition.</p> <p>Automatic recognition in the Nordic countries is legally established in the Reykjavik Declaration: https://www.norden.org/en/declaration/nordic-declaration-recognition-qualifications-concerning-higher-education-reykjavik</p> <p>All Bachelor and access qualifications issued in EHEA-countries are fully recognised in Denmark at degree level.</p> <p>Danish education institutions must follow the legally binding recognition decisions of the Danish ENIC-NARIC Office as published on the website of the Danish ENIC-NARIC, in specific recognition decisions or in hotline answers to Danish institutions.</p> <p>The recognition standards are published in</p>	<p>balanced by the allocated resources to the ENIC-NARIC Office.</p>
--	---	--

two handbooks on the website:

The ENIC-NARIC Office publishes a country handbook with general recognition standards for all higher education qualifications of 39 countries of which 17 countries are members of the EHEA.

Another handbook on access qualifications covers the general recognition standards of 135 countries, 18 regional education systems and 6 international access qualifications. This handbook supports the admission decisions of the Danish higher education institutions.

Update November 2025

The ENIC-NARIC Office publishes a country handbook with general recognition standards for all higher education qualifications for 63 countries. In 2024 when Denmark sent in the action plans for the period 2024-2027, 17 EHEA countries were encompassed in the country handbooks.

In November 2025 14 EHEA countries have

been added to the country handbooks bringing it up to a total of 31 EHEA countries.

The aim of the country handbook is to support automatic recognition of all higher education qualifications from EHEA countries by publishing general recognition standards for all higher education degree types within the EHEA. Danish higher education institutions are legally required to follow the general recognition standards set by the Danish Ministry of Higher Education and Science (the Danish ENIC-NARIC Office) in relation to access to higher education in Denmark. This also applies to general upper secondary access qualifications for access to first cycle qualifications.

The aim is to have all EHEA-countries included in the country handbooks by the end of spring 2026.

Concerning general upper secondary access qualifications for access to first cycle qualifications recognition of all EHEA-countries are included in the handbook on access qualifications outlining the rights to

	<p>apply for admission to first cycle qualifications in Denmark for all general upper secondary access qualifications in the EHEA.</p>	
Quality Assurance	<p>Denmark has fully implemented all key elements of the ESGs.</p> <p>Denmark introduced institutional accreditation in 2013 and after the first cycle of institutional accreditation a new revised concept was introduced in 2020. The revised concept had an overall ambition of simplification and a even stronger focus on institutional QA-development. The 2015-revision of the ESGs was adapted in this revised concept and the external quality assurance system I Denmark is fully aligned with the ESGs.</p> <p>The Danish Accreditation Institution is registered in EQAR and in 2021 it received its third positive ENQA Agency Review.</p> <p>Denmark has implemented the European Approach for QA of Joint Programmes. Joint programmes can be accredited by all “internationally recognised” agencies. If an agency is registered on EQAR, it is automatically considered “internationally</p>	<p>Denmark will closely follow the work on the revision of the ESG’s and will react to any changes.</p> <p>Danish HEIs will in the coming years undergo a third cycle of institutional accreditation and Denmark plan to develop a revised concept for institutional accreditation for the third cycle. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.</p> <p>Update November 2025</p> <p>Denmark will closely follow the work on the revision of the ESG’s and will contribute to the discussion of the proposals for revision.</p> <p>A third cycle of institutional accreditation of Danish HEIs is foreseen to follow the current second cycle. The intention is to launch a revised concept for institutional accreditation for use in the third cycle in 2027. Denmark will</p>

recognised”; otherwise, it has to prove this in an individual procedure to the Danish authorities.

Update November 2025

Denmark has fully implemented all key elements of the ESGs.

Denmark introduced institutional accreditation in 2013 and following the first cycle of institutional accreditation a new revised concept was introduced in 2020. The revised concept had an overall ambition of simplification and a even stronger focus on institutional QA-development.

The 2015-revision of the ESGs was integrated in this revised concept and ensures that the external quality assurance system in Denmark is fully aligned with the ESGs.

The Danish agency is registered in EQAR since 2010, and has undergone three ENQA Agency Reviews with a positive conclusion. It is currently in the process of undergoing its fourth review. A site visit is scheduled 8th-10th December 2025, and a subsequent decision on continued EQAR registration is expected in late 2026.

Denmark has implemented the European Approach for QA of Joint Programmes. Joint

pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.

	<p>programmes can be accredited by all “internationally recognised” agencies. If an agency is registered on EQAR, it is automatically considered “internationally recognised”; otherwise, it has to prove this in an individual procedure to the Danish authorities.</p>	
<p>Social Dimension of HE</p>	<p>The principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA Strategic focus on commitment towards diversity, equity and inclusion.</p> <p>Denmark has opted for mainstreaming equity and inclusion principles into the structures, organisation and financing of higher education rather than following a policy model based on targeted strategies that could more frequently be subject to political change.</p> <p>This approach is based on the belief that 1) if social dimension conditions are favourable to all students, there is a greater likelihood of de facto equity; and 2) mainstreaming equity consideration in all policies and strategic planning is necessary in order to ensure equity and inclusion among students and staff. In this approach, free education, gender equality and the rights of people with disabilities are the norm in legislation.</p> <p>Higher education institutions should operate</p>	<p>Denmark has fully implemented the principles in the legislative framework.</p>

	<p>based on this broad legislative framework, and they need to embed these principles in their strategic planning.</p> <p>The latests Bologna presentation of the Danish model and mode of implementation is from 2024 in “The European Higher Education Area in 2024 - Bologna Process Implementation Report. https://www.eacea.ec.europa.eu/news-events/news/new-publication-european-higher-education-area-2024-bologna-process-implementation-report-2024-05-27_en</p> <p>Update November 2025</p> <p>Due to the chosen governance structures in Danish HE and the Danish approach in relation to the governance of policy area “social dimension”, it is not possible for Denmark to unfold the highlighted BPIR topics further. However, please beware of [DEP opdaterer afsnittet, hvad angår “<i>Denmark will in 2025 conduct a study of the national study grants system in relation to social mobility in higher education</i>”]</p>	
Other Bologna Process Commitments		

Please summarise here (in a few bullet points) the main progress to be achieved by 2027 in your country, based on the detailed action plans below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments.

Recognition

- Updating the Ministry’s country handbook with public recognition standards for all EHEA countries to support automatic recognition in Denmark.

Quality Assurance

- The intention is to launch a revised concept for institutional accreditation for use in the third cycle in 2027. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.

Please list in the bellow table the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. regulatory/legal change, data collection and analysis, (national) peer support, events, publication of support materials, ...)

Please use a separate table for each of the listed (key) commitments and add lines to the tables as needed.

1) ECTS and Qualifications frameworks

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
--------	--	---------------------	----------	---	---

<p>Denmark has fully implemented all key commitments of EHEA related to ECTS and Qualifications Frameworks.</p>	<p>Denmark will closely follow and contribute to the revision of the ECTS User's Guide.</p> <p>Denmark is member of the TPG on qualifications frameworks and will contribute to the work related to deepening the implementation of qualifications frameworks within the EHEA.</p>				
---	--	--	--	--	--

2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
<p>Denmark has with the ratification of the Lisbon Convention and the implementation of the Danish legislation on recognition in 2003</p>	<p>Denmark is member of the TPG on recognition/ the Lisbon Convention and will support member states in the full implementation</p>	<p>Strengthening the implementation of automatic recognition.</p> <p>Supporting full implementation of</p>	<p>May 2025</p>		

<p>fully implemented the Lisbon Recognition Convention and its principles and procedures.</p> <p>Denmark will further develop the public country handbook providing transparency of recognition standards for degree types offered in the member states of EHEA. The aim is to strengthen the implementation of automatic recognition of EHEA qualifications in Denmark.</p>	<p>of the convention.</p> <p>Denmark will actively support initiatives to progress automatic recognition within EHEA</p>	<p>the Lisbon Convention in all member states of the convention.</p>			
--	--	--	--	--	--

3) Quality assurance

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Denmark has fully implemented all key commitments of EHEA related to quality assurance and fully implemented the ESG's and the European Approach to Quality Assurance of Joint Programmes in Danish legislation. The Danish Accreditation Institution registered in EQAR.	Denmark will closely follow and contribute to the revision of the ESG's. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.	The intention is to launch a revised concept for institutional accreditation for use in the third cycle in 2027. Denmark will pay close attention to any changes in the ESG when designing the revised concept of the third cycle of institutional accreditation.	Third cycle of 2027		

4) Social dimension

Action	Contribution of the action to the implementation of the (key) commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
<p>Denmark will closely follow discussions on the social dimension within the BFUG and take note on possible recommendations and actions.</p> <p>Denmark will conduct a study in 2025/26 examining the national student grant system in relation to social mobility in higher education.</p>	<p>The study will provide further insight to the success of the national study grant system.</p>	<p>The primary purpose of the study is to generate new knowledge about the grant and education system in Denmark. The insights gained may help inform reflections and potential considerations for future developments in this context.</p>	<p>The study is expected to be completed in 2026</p>	<p>[Partially]</p>	<p>The study is expected to be completed in 2026</p>