

NIELS BROCK

UDDANNELSE SIDEN 1881



# On the road 2024-2027

Niels Brock's goals and strategies towards 2027



nielsbrock.dk

Niels Brock has been delivering education to the business community since 1881. We are one of the country's largest and most international business schools with a focus on commercial secondary education, continuing education for companies and organizations, and top management training.

nielsbrock.dk

# Table of contents

Why are we here?	5
The five On Track goals	6
Internationalization	13
Annual wheel	17
The strategic direction	19
The Brockian difference	22
Strategic focus area: Student learning processes	24
Strategic focus area: AI	26
The green transition	29
Vocational education and training	31
- Jesper Buch's Entrepreneurship Academy	32
- EUD and EUX high school	36
- Main course	40
Commercial high schools	43
- The International High School	46
- Innovation high school	48
- Commercial Upper Secondary School JTP	50
- Commercial High School Nørre Voldgade	52
GSK	55
Executive	61
Niels Brock International	65
Joint administration	71
- Green transition and sustainability	72
- Facility Management	74
- Student Administration, Finance and HR	76
Digital, IT and communication	81
- Niels Brock Digital	82
- IT department	86
- Communication and Marketing	88
The story of Niels Brock	91



## Why are we here?

Good business acumen is based on professionalism, orderliness, trust and vision. These are values we take with us in our daily work at Niels Brock.

At Niels Brock, we are aware that the educational and formative task we carry out every day has an impact on the young people we educate and also on the society we are a part of.

We work hard and persistently to integrate the values of good business in our daily work. We strive to recruit talented teachers who want to be part of a culture based on the values of good business and who actively contribute to improving the framework and content of teaching. We strive for a high professional level through continuing education and by cultivating a good teaching environment.

The framework we create for our education programs must form a foundation for a good young life. We make demands on students, we ensure that they can attend classes safely, and we create an environment where the good young life can unfold with curiosity, joy, new realizations and new friendships.

Learning, well-being and education are important parameters for us, and we take initiatives that strengthen these. When we ask students to put away their cell phones, it is because it provides better conditions for learning, education and well-being. When we address the environment and climate in our daily practice, it's because we see it as a natural part of students' education. When we care about student democracy through, for example, Mega Brock Council and the Youth Director function, it is because we believe that responsibility and democratic participation should be an integral part of students' general education. When we inform students and parents about the use of euphoric substances or the importance of sleep, it's because we

know that these have an impact on students' wellbeing and their ability to learn.

When we take new initiatives and try out new formats for interaction with students, teachers and parents, it is always with the aim of strengthening the living of our values and the vision and mission that form the cornerstone of Niels Brock as an institution.

### MISSIONS

At Niels Brock, we are committed to ambitiously and persistently creating and offering relevant educational programs that support and motivate each student to develop in the best possible academic, social and life skills.

It is our proud contribution to Danish society.

### THE VISION

Niels Brock's vision is to be Denmark's most international and innovative business school. We are recognized for our employees who professionally and authoritatively facilitate students' learning processes and thereby ensure that our students become academically strong and personally empowered.

### OBJECTIVES

Niels Brock's mission and vision are realized through our five goals:

- World-class education
- Attractive education offerings
- Timeliness and relevance in vocational education
- Exciting, stimulating and attractive workplace
- Greener and smarter institutional operations.





# The five On the Move goals

Niels Brock's vision is realized through our five overall goals. To achieve them, a number of KPIs are set up for each of the five goals.

The KPIs are set annually and are aligned with the departments' local conditions. This makes it possible to follow developments and adapt initiatives on an ongoing basis.

The five goals each have individual KPI frameworks:

1. WORLD-CLASS EDUCATION
  - Graduation grades and lifting ability
  - Student well-being and satisfaction
  - Further education and internships
2. ATTRACTIVE EDUCATION OFFERINGS
  - Annual growth
  - Unassisted dropout
3. TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING
  - "Finger on the pulse" via advisory boards
  - Authentic business problems in education
  - Building skills in circular economy and green transition, including sustainability data and accounting
4. EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE
  - Own engagement, involvement and knowledge sharing
  - Trusting social relationships in a good work environment
  - Supporting employees in the necessary competence development
5. GREENER AND SMARTER INSTITUTIONAL OPERATIONS
  - Innovative solutions that make teaching and administration more efficient and engaging
  - CSRD accounting as a lever for climate-conscious development

## 1. World-class education

It is our ambition to provide world-class education.

Our goal is to be at the absolute top in the following areas:

- Graduation grades and lifting ability
- Student well-being and satisfaction
- Further education and internships

### GRADUATION GRADES AND LIFTING ABILITY

Graduation rates and lifting ability are included in the KPI.

### STUDENT WELL-BEING AND SATISFACTION

Our mission and vision place high demands on us to create a good learning environment for our students and teachers, which is why we need to be above the national average in the ETU. The questions about the learning environment are crucial in this regard.

As an ongoing indication of whether we are on the right track, three times a year we ask our students the following questions:

1. There is variety in teaching
2. I have a good relationship with my teachers
3. There is peace and quiet in the classroom
4. I am happy to go to school
5. I feel part of the class community
6. I feel that we respect each other and have a good tone in class
7. My assignments have a clear task formulation
8. I know when I get feedback on my assignments
9. It is clear to me how I am improving based on the feedback I receive on my assignments

### FURTHER EDUCATION AND INTERNSHIPS

Percentage of students who have started higher education within 14 months of completing HHX. Percentage of students with an apprenticeship or higher education within six months of completing the basic course.

### THAT'S HOW WE REACH OUR GOAL:

- Through committed, skilled and authoritative teachers who, with clear instruction and scaffolding, teach in a varied way and use both active forms of work, movement and digital as well as analog activities. Through a targeted increase in the share of physical books to at least 25% by 2027, we will we promote student learning, concentration and memory
- Through teachers' collaboration on the forward-looking development of teaching
- Through the ongoing pedagogical efforts to develop classroom management practices
- Via educational actions in masterclass courses in classroom management
- Through data from quality work, systematic qualitative interviews with students and self-evaluation, which is a natural part of the development of teaching
- Teachers' systematic and thorough feedback to students optimizes students' learning potential as feedback supports professional development through concrete guidance, recognition, and opportunities for reflection and adjustment
- Through service-minded administrative staff who provide indispensable support for students and teachers



## 2. Attractive education offerings

It is our goal that Niels Brock's educational offering is so attractive that we experience increasing student enrollment every year. We attract academically talented students, and the dropout rate, which we do not help, is reduced every year.

We measure on:

- Annual growth
- Unassisted dropout

THAT'S HOW WE REACH OUR GOAL:

- By offering modern education programs that are innovative and internationally oriented, and by collaborating with the business community to provide students with the right skills
- Higher completion rates through thorough screening, focus on professionalism and a learning-oriented agenda that broadly addresses the context for learning, well-being and education, including the integration of regular physical activity and movement in education to promote both physical and mental health
- Through committed, skilled and authoritative teachers who, with clear instruction and scaffolding, teach in a varied way and use both active forms of work, movement and digital as well as analog activities
- By creating the culture/context for good academic, human and social student years through active and highly prioritized and supported student democracy

## 3. Timeliness and relevance in vocational education

At Niels Brock, close relationships with companies ensure that our programs match the needs of companies and society. This gives students the best possible foundation for a good working life, while giving companies the opportunity to recruit the profiles and skills they need.

We measure on:

- "Finger on the pulse" via advisory boards
- Authentic business problems in education
- Building skills in circular economy, green transition and artificial intelligence (AI)
- Committed collaboration with companies and other external partners to develop all or parts of training programs that ensure relevance and timeliness

THAT'S HOW WE REACH OUR GOAL:

- The established advisory boards set the direction and ensure relevance and topicality, which is supported by the teachers' involvement of real-life issues and cases, company visits and extensive use of guest lecturers/master teachers
- Through targeted competence development of teachers within circular economy, green transition and artificial intelligence
- Through collaboration with experts in the fields of learning environment, technology use and health







## 4. Exciting, stimulating and attractive workplace

Employees are Niels Brock's core resource. Therefore, Niels Brock must be an attractive workplace for skilled, development-oriented and quality-conscious employees.

Every six months we measure the following via a mini-MTU:

- Do you feel that your work is meaningful and fulfilling?
- Are you satisfied with the support and feedback you receive from management and colleagues?
- Do you find the work environment and culture to be positive and supportive?
- Do you have opportunities for skills development?

THAT'S HOW WE REACH OUR GOAL:

- Through attentive and appreciative leadership that sets clear requirements and expectations for work performance, including quality and output, and the competencies required for this
- By recognizing and praising and celebrating successes and insisting that good mood and good vibes are contagious and create the best environment for trusting and safe collaboration
- By establishing solid frameworks and binding structures for knowledge sharing and strong collegial collaboration
- By giving employees the opportunity to improve their skills, not least in authoritative classroom management, student-activating teaching, circular economy, green transition and generative artificial intelligence, and by providing opportunities to test and experiment with relevant new technologies and tools that can facilitate and streamline work

## 5. Greener and smarter institutional operations

It is our ambition that Niels Brock is recognized as "best in class" among educational institutions when it comes to innovative, professional, smart and sustainable institutional operations. Similarly, Niels Brock also has a responsibility to contribute to the green transition.

We measure on:

- Administration efficiency - both in terms of resource consumption and satisfaction
- ESG accounting key figures that serve as leverage for climate-conscious development, where our goal is a CO2 reduction of 50% compared to 2016
- Circular economy - concretely through even better waste sorting
  - Recycling rates must be increased
- Greener transportation
  - New guidelines for business and study trips where the closest relevant travel destination and the least environmentally damaging mode of transport should be chosen
- Healthier campus
  - Improving student and employee health, including a nicotine-free environment and better conditions for increased exercise - also during school hours
  - Insistence on healthy, preferably organic and sustainable offerings in our canteens
- The effectiveness of our work with students' learning, well-being and formation processes, including the conditions for student learning

THAT'S HOW WE REACH OUR GOAL:

- By process optimization and extensive use of generative AI, automation and digitalization (RPA team)
- By achieving savings on electricity, water and heating through procurement, automation and control
- By consistently prioritizing greener and more climate-friendly solutions
- By involving all stakeholders, for example through the sustainability committees, and by including the school's own ESG accounting in teaching
- Smart institutional operation is also when technological possibilities streamline and/or systematize to make student learning more effective, or when learning committees, through thorough quality work and active involvement of knowledge and data, ensure communication about effective forms of learning that demonstrably improve student learning/achievement









## Internationalization - part of the culture and values at Niels Brock

The merchant Niels Brock ran his business in the 1700s and believed that trade was not just a national affair. International trade was a large and important part of Niels Brock's business and success. We hold on to these values, and the merchant is today a role model for the modern Niels Brock. Based on our history, we make a difference for all those who choose Niels Brock. When you attend Niels Brock, you are not just part of an education or a course. You are part of our school, our values and everything that people before us have cherished. The international outlook has historically been integrated into the subjects and has been crucial for the development of professionalism, companies and collaborative relationships. We believe that students should have the opportunity to become a part of this already during their education.

At Niels Brock, we call it the Brockian difference:

- We behave properly in all relationships
- We are proud of our history and know that the name Niels Brock commits
- We have an international outlook and we are innovative
- We are professional and we care
- We are a school that is close to the business community

Internationalization is thus a natural and integral part of our daily operations, almost part of our DNA. Over the next three years, our international strategy will focus on:

1. Students' international mindset through:

- Raising awareness of on-the-job training abroad (OPU)  
We want to support students' international mindset by giving our students the opportunity to gain experience working abroad. OPU gives students, especially in vocational education, a unique opportunity, for limited funds, to take All or part of their training or education abroad
- Applying for Erasmus accreditation  
We want to offer more students the opportunity for both study stays and company-based teaching. We will work to become accredited as an Erasmus+ school so that our students at both HHX and EUX have the opportunity to study abroad with support from Erasmus+.

2. Expansion and quality assurance of our partnership with De Montfort University Leicester, UK, to offer high-quality programs for international students in Denmark, thereby strengthening Niels Brock's international mindset and know-how.

3. System export in the field of secondary education, probably in Bhutan.



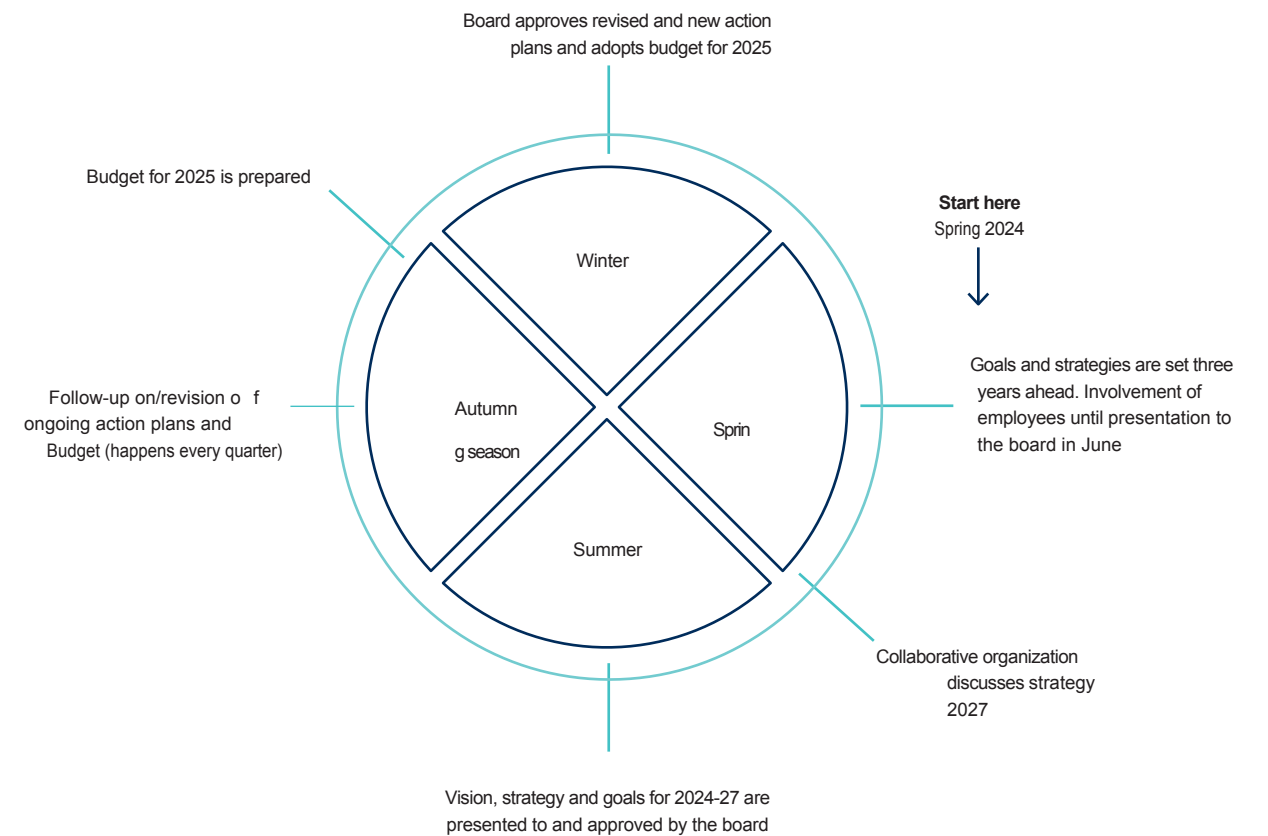








# Annual wheel for Niels Brock's strategic work 2024/2025



The On the Road work begins with the strategic announcement from the school director. During the spring, a strategy seminar is held with managers and employee representatives. This is followed by local work on strategies and concrete action plans.

This work results in the action plans that appear on the following pages, which reflect the distinctive features of each area. The action plans are closely monitored by the school's senior management, who follow up on action plans and KPIs four times a year via the so-called DashBrocks.



## The strategic direction - school year 2024/2025

In a time when it can feel like the world has come to an end, a school can play an even bigger and more important role than before.

The education and training we provide every day has an impact on the young people we educate and thus also on the society we are part of.

When young people enter Niels Brock, they do so to acquire professional skills that they will be able to use when they continue their studies and in working life; but they also do so in the expectation of becoming part of something bigger - a community and an institution that for centuries has been committed to ambitiously and persistently creating and offering relevant educational programs that support and motivate each student. Each student to develop in the best possible way, both academically, socially and life-wise.

Therefore, it is our job to help students build "personal authority", as the upper secondary school's mission statement describes it, and to do so in a way where students both develop academically and at the same time have the opportunity to unfold a good youth life with joy, friendships and community.

That's why the work with the project "Focus on learning, well-being and education" continues in 2024 where we left off in 2023. We have gained new experiences and we still have a lot to do.

We have new knowledge. New knowledge about digital noise, and perhaps not so new knowledge about the importance of shared classroom management and student-activating teaching with embedded sequences that give the brain time to think.

Students need to learn, and they also need time to digest what they've learned and time to work together.

Together with medical specialist Imran Rashid, human physiologist Chris MacDonald and educational consultant Dorte Ågård, we launched the project "Focus on learning, well-being and education" last year.

The strategic direction for the 2024/25 school year will thus largely resemble the direction for 2023/24, because as we all know, the hardest part of change is not planning it, but implementing it. We need to anchor our new realizations in everyday life.

### THE VISION THAT LASTS

Our basic strategy is good. We have well-known and ambitious goals, and we are all working together to achieve them.

Niels Brock's vision is the same, and our goals are embedded and make sense. It is always the management's job to facilitate and ensure that all employees can put them into practice:

- World-class education
- Attractive education offerings
- Timeliness and relevance in vocational education
- Exciting, stimulating and attractive workplace
- Greener and smarter institutional operations

The departments work actively to ensure that everyone is committed to realizing the goals.





#### FOCUS AREAS FOR 2024/2025

The strategic focus areas for the 2024/2025 school year, for which we will create local action plans, are the continued focus on student learning, well-being and education, and technological understanding with a focus on generative artificial intelligence.

#### CONTINUED FOCUS ON LEARNING, WELL-BEING AND EDUCATION

All initiatives at Niels Brock have the same purpose, namely

to increase student learning, well-being and education. We must continue to get better at facilitating student learning. We have removed some of the digital noise and we have are clear in the pedagogical and didactic intention with the use of digital learning tools. "We have decided that the teaching modules will start with mobile phones put away and PC screens closed. We need to take advantage of the increased attention from the students, and this places demands on the way we teach, the framework we set up for the learning environment and what motivates a good learning process.

Collaborative classroom management and student-centered teaching will be the topics for competence development in the coming school year, and we look forward to offering two levels of professional development to many of our teachers throughout the year. It is our hope that qualified in-service training will be one of the elements that will help develop and retain skilled teachers.

In the coming period, the focus will also be on social well-being - camaraderie and community - because we know that it has a huge impact on the learning environment. Students don't learn best on their own - they learn best when they interact fruitfully with the teacher and other students. Here too, we need to be clear. Clear about the committed community you become part of when you attend Niels Brock. And clear about the premises of our community, where the Brock values are our guiding star. It's not about talking a lot about well-being when we're with students - in fact, we should probably talk less about well-being and act more. Well-being doesn't happen by talking about it, but by having the right framework, including good teaching, responsiveness, recognition and security.

Behaving well, doing your best, knowing your history and having a global outlook are also building blocks in the educational process our students go through

With us. Education is the deeper form of learning, where values and knowledge are anchored in one's own personality as a guideline for orientation and action. The school's work with sustainability is therefore not just about achieving the set goals, but even more about, in practice, relating reflectively and responsibly to the outside world, fellow human beings, nature and society.

#### GENERATIVE ARTIFICIAL INTELLIGENCE

Generative artificial intelligence is transforming our society. Whether we like it or not. We've already become accustomed to computers, the internet, digital assistants and services that use AI to recommend everything from music to dates and what to have for dinner.

Generative artificial intelligence will increasingly influence our everyday lives - both in education and in administrative functions. In both areas, it's important to take advantage of the benefits of technological development, i.e.

that we need to put ourselves in a position where we adopt and understand the technology so that we - educators, administrators and managers - control the use of AI rather than being controlled.

So when we at Niels Brock want to control the use of screens to a greater extent, it absolutely does not mean that we do not use digital technologies or teach technology understanding. On the contrary - a prerequisite for being able to choose and control is that we, pupils, students and employees, learn how the algorithms behind technology work and affect us.

Happy working with the local action plans for 2024/2025.



Anya Eskildsen

Managing Director





THE BROCKIAN DIFFERENCE

**The values we build on  
are rooted in the grocery  
store**

**Niels Brock's set of  
values**

We behave properly in all relationships.

We are proud of our history and know that the name Niels Brock is a commitment.

We have an international outlook and we are innovative.

We are professional and we care. We are

a school that is close to the business

community.

Based on our history, we make a difference for all those who choose Niels

Brock. When you attend Niels Brock, you don't just attend an education or a

course.

You are part of our school, our values and everything that people before us have cherished.

At Niels Brock we call it the Brockian difference.



# Strategic focus area: Students' learning processes "Focus on learning, well-being and education"

Education is one of the most important prerequisites for getting a good start in life - both socially and economically. It is therefore important that students have a solid academic foundation and that they are given the right conditions to develop into mature adult citizens. It is the school's responsibility to provide optimal conditions for learning, and it is up to us - specifically the teachers - to create a good learning environment that provides a good framework for learning and development.

24 STRATEGIC FOCUS AREA

It is, and has been for the past 20 years, the most important guiding star for us at Niels Brock to be recognized for, or "best in class", when it comes to developing the very best students by being good at facilitating the students' learning processes. This is our future goal, our vision.

In Denmark, we have generally not been good enough at separating "digital noise" from sensible and good use of technology. The ever-present devices affect the way students learn. Students are constantly disturbed and interrupted by social media, games, etc. This means they don't have the opportunity to work with the concentration and immersion needed to learn. The ability to concentrate and immerse

In a modern society, learning remains crucial to an individual's life chances, and we have a responsibility to create a good framework for our students to develop these skills. That's why last year we launched the project "Focus on learning, well-being and education", where we, in collaboration with digital habits expert, medical specialist Imran Rashid, educational consultant and classroom management researcher Dorte Ågård and Chris MacDonald, a trained human physiologist and recognized expert in mental and physical health, have focused on improving the conditions for good learning, well-being and education processes for students at Niels Brock.

Our project does not aim to stop using digital learning tools. Rather, we want to distinguish between different uses of technology, some of which are destructive and others constructive for a good learning environment. The project aims to ensure that students can concentrate and immerse themselves, that they have the best conditions for acquiring knowledge - and at the same time be part of safe communities and establish good friendships that we know are important for the formation of respectful people and citizens with integrity.

At the same time, we focus on developing teachers' authoritative teaching role, as this is a prerequisite for implementing the changes. Teachers will thus play an important role in creating and implementing the framework that will reduce digital noise and digital dependency and ensure good interaction and a good framework for immersion during teaching time. It is hoped that the project will also support teachers' job satisfaction and sense of meaning by restoring direct dialog with students in the classroom and improving the framework for academic work during class time.

The project addresses how schools can help students learn better when they are at school, but also how we can inspire them to better well-being and health outside of school. Working with the broader context of teaching, learning, well-being and education has meant a new focus on motivation, movement, sleep and diet. The idea has been and continues to be that, with the assistance of the experts, we adjust our daily structures and organization to ensure that we can continue to offer world-class education. The core task is, as mentioned, the students' learning, well-being and education. This is our contribution to the

Danish society and Denmark's competitiveness and a commitment to the young people who choose Niels Brock as their place of education.

A detailed implementation plan for "Focus on learning, well-being and education" can be found on MNB.



# Strategic focus area: AI

Artificial intelligence is part of our everyday lives, whether we are aware of it or not. Artificial intelligence or AI is the branch of technology that simulates human thought by solving tasks that humans have previously had to solve.

In the spring of 2024, a committee headed by former rector, now independent consultant Birgitte Vedersø, studied the area and made a number of recommendations. These state that the spread of artificial intelligence means that work must be done to develop teaching that incorporates AI, and new types of assignments and tests must be developed. This work is expected to take place both locally at the individual educational institutions and centrally through the ministry's and the agency's development of guidelines, test forms, etc. In other words, artificial intelligence is a premise, and it holds both opportunities and pitfalls. No one yet knows all the implications of using AI in education.

At Niels Brock, the starting point is that AI-based tools should be used where it makes sense. When it comes to the use of AI, we are also guided by the high quality of teaching. Real learning requires effort, and it is crucial that Niels Brock teaches in a way that prioritizes students' acquisition of knowledge and cognitive capacity. If you want to become skilled at thinking and analyzing in a professional field, you need to read and internalize large amounts of knowledge yourself. To be able to work at a high level academically requires

the acquisition of skills that can only be achieved through training. In other words, there are no shortcuts if you want to become a person with great cognitive capacity and professional skills.

In the coming years, it will be a recurring pedagogical problem for educators that students are faced with tasks that train their cognitive skills without giving them the opportunity to use AI to solve tasks at a superficial level. If this happens, there is an imminent danger that the quality of education will drop significantly. On the other hand, the new technology allows you to search for information that builds on existing methods, making knowledge accessible if you know where and how to look for it.

At Niels Brock, we want our students to learn to use AI tools with reason and to learn to think critically about the way these tools generate information. Any digital tool used to retrieve information is based on a logic that sorts data. This logic can often be influenced by political attitudes, business models or external circumstances that affect the truth value of search results. We need to bring this to light, so that the tools we use are not seen as providing a final truth on every issue. To be able to understand the possibilities and limitations inherent in digital tools requires a considerable level of knowledge and analysis from both teachers and students.

**The implementation plan for AI at Niels Brock is:**

**Fall 2024:**

**Skills development and trials**

Offer courses, joint days, competence development and trials with AI (for teacher preparation and lesson planning).

**Clear legal framework** for working with AI for educational institutions with young people under the age of 18 - we expect the framework to be announced by the ministry.

**Development of courses in technology**

**understanding** Development of masterclass courses in digital technology understanding, which will be closely related to the subject digital technology understanding C, which Danish Business Schools and -Gymnasium (DEG), together with Danske Gymnasier (DG), have requested to implement as a trial from August 2025.

**Spring 2025:**

**Skills development and trials (continued)**

Offer courses, joint days, competence development and trials with AI (for teacher preparation and lesson planning).

**Guidelines**

Ongoing and in parallel with the competence development and experiences, preliminary guidelines for the school's work with AI are prepared.

**Completion of a number of test courses in**

**technology understanding** - subsequently, all students at Niels Brock are expected to complete the course, which focuses on teaching students how to use AI and how to critically relate to it.

**Approval of the preliminary guidelines**, after presentation in HSU, by the Board of Directors, January 2025.



## The green transition

Although the green transition is not a specific strategic focus area in the coming strategic period, the green transition is an integral part of our identity and operations.

In 2022, we took the first step by preparing our first carbon footprint and ESG report. We see this as a starting point in our learning process and it represents our best effort to date. Our goal is to be able to present a full CSRD report within the next two years, in line with standards for listed companies. This will require continuous effort and attention from everyone at Niels Brock, so we can build on the experience and progress we have made so far.

In 2023, the school's sustainability committee took on a more prominent role. The purpose of the committee is to promote green initiatives at Niels Brock among both students and staff. The committee provides opinions and recommendations to both day-to-day and strategic management and contributes to the democratization of the work with the green transition. It helps give both students and staff the necessary action skills to move the green transition from a theoretical project to an integrated part of our everyday lives.

We want to create a culture where sustainability is a natural part of our daily routines and where everyone feels responsible and engaged in this important cause.

Although it is not yet a legal requirement, we prioritize CSRD reporting to measure our progress and ensure we are moving in the right direction. We see the green transition as a broad effort where all aspects are prioritized on the same level as CO2 reduction.

In 2024, the Sustainability Committee will work on double materiality analysis, mapping data sources and developing methods to calculate our scope 3 emissions. We will also increase efforts to involve our stakeholders in the process, including students, employees, suppliers and partners.

The ambition is to create a shared understanding, commitment and ability to act so that we work together for a greener future.



## Vocational education and training

Niels Brock's EUX high school is the most trendsetting EUX school in the country. And this position will be developed in the coming years.

The EUX program has been significantly strengthened with the establishment of Jesper Buch's Entrepreneur Academy, which was launched last year. The well-known entrepreneur from The Lion's Den spearheaded this special educational journey where students are trained in entrepreneurship and entrepreneurship while gaining a high school diploma. The program is closely followed and in many ways sets a precedent for how practice-oriented upper secondary education should be organized.

In the coming years, we will focus on being the best at facilitating students' learning and well-being while they are with us. The big project "Focus on learning, well-being and education" will address access to the internet, the authoritative role of teachers and the context for teaching, learning and education, including motivation, movement, sleep and diet. The idea is that, with the assistance of experts, we adjust our structures and organization to ensure lasting change/improvement and continue to offer world-class vocational education in the future.

As mentioned, the core task is student learning, well-being and education. This is our contribution to Denmark's competitiveness. But it is also our commitment to the young people who choose Niels Brock as their place of education.

We will continue the sharp focus and efforts to become among the very best schools in terms of ensuring that students at Niels Brock's EUX high school get an apprenticeship before they leave the basic course.

As a school, Niels Brock is close to the business community, and we feel a special obligation to match the expectations that companies have of us and our students.

Therefore, green transition and sustainability will - in the long term - be reflected in all subjects in both the basic and main courses.

The role of commercial education in the green transition has been overlooked, both politically, in the media and at educational institutions. We want to change that, and during the school year we will therefore develop an EUX in green transition. Such an education will be an important contribution to ensuring that Danish SMEs can develop and implement sustainable solutions, meet regulatory requirements and take advantage of the economic opportunities in a world that increasingly prioritizes sustainability.

In the main courses, efforts in the coming strategy period will focus on three issues:

- The project "Focus on learning, well-being and education"
- Maintaining high academic levels and student achievement
- Improving satisfaction with our delivery  
- in every way - with students and businesses alike









## KPIs - Jesper Buchs Entrepreneur Academy

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>Graduation grades Min. 7.2.</p> <p>Switching frequency 66% in apprenticeship or trainee program 30% in higher education</p> <p>Top-1 in ETU Measured by how students evaluate NB on the learning environment in the ETU.</p>	<p>Recording From August 2027, Jesper Buch's Entrepreneurship Academy will be a seven-track high school.</p> <p>Dropout Unaided dropout rate: 2%.</p>	<p>Timeliness Every 14 days there are presentations for JBIA students from current business professionals.</p> <p>During the program, at least three relevant cases are prepared for current and relevant companies.</p> <p>Relevance JBIA students participate in all FFE competitions - and win them.</p> <p>Teaching is supplemented with subjects/disciplines relevant to entrepreneurs - including cold canvas, AI and green transition.</p>	<p>Well-being All quarterly employee satisfaction metrics are green.</p> <p>Development 10% of working hours are used for the project "Focus on learning, well-being and education" and green transition.</p>	<p>Quarterly learning committee meetings with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education"</li> <li>Learning environment</li> </ul> <p>The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock.</p> <p>ESG and green transition are integrated students in all subjects at Niels Brock.</p> <p>The sustainability committees have concrete suggestions on how the department can be carbon neutral.</p>
KPI 2024-2025	<p>Graduation grades Min. 7.0.</p> <p>Switching frequency 60% on apprenticeship or trainee program. 20% in higher education.</p> <p>Top-1 in ETU Measured by how students evaluate NB on the learning environment in the ETU.</p>	<p>Recording In August 2025, six classes will be admitted to JBIA.</p> <p>Dropout Unaided dropout rate: 3%.</p>	<p>Timeliness Every 14 days there are presentations for JBIA students from current business professionals.</p> <p>During the program, at least one relevant case is prepared for a current and relevant company.</p> <p>Relevance Students from JBIA participate in all FFE competitions - and finish in the top-3.</p> <p>Teaching is supplemented with subjects/disciplines relevant to entrepreneurs - including cold canvas, AI and green transition.</p>	<p>Well-being Only green evaluations in the last employee satisfaction survey of the school year.</p> <p>Development 10% of working hours are used for the project "Focus on learning, well-being and education" and green transition.</p> <p>Competence building within green transition, including sustainability data and -accounts within relevant professional groups.</p> <p>All teachers have participated in at least one of Dorte Ågård's online masterclass courses during 2024/25.</p>	<p>Quarterly learning committee meetings with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education"</li> <li>Learning environment</li> </ul> <p>The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock.</p> <p>Competence building within green transition, including sustainability data and -accounts within relevant professional groups.</p>

			All pedagogical leaders and PFKs are QTI-certified.	Sustainability committees focus on concrete actions, including consistent and efficient waste sorting, that move the department in a more sustainable direction.
--	--	--	---	--



# KPIs - Jesper Buch's Entrepreneur Academy

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
ACTION PLAN KPI 2024-2025	<p>Graduation grades To ensure academic challenges and further education opportunities, Mathematics B is offered in the second year in addition to the subject series.</p> <p>Continued implementation of the school's digital rules, including training students' immersion and concentration.</p> <p>Switching frequency Running business cases with the participation of selected relevant companies, where students work with problems in the companies and subsequently present proposed solutions as a pitch to the companies.</p> <p>Special website for companies that want JBIA students in apprenticeship/training agreements.</p> <p>Participation in specially organized job fairs, speed dating and company presentations with the aim of matching with a company and entering into a training agreement.</p> <p>Entrepreneurial skills Running cold canvas with a focus on sales training, collaboration and pushing personal boundaries.</p> <p>Min. 14 master teacher presentations as inspiration and role models.</p> <p>Well-being Close follow-up on ETU results, including MiniETU, and link to actions, cf. master class with Dorte Ågård.</p> <p>See also detailed plan for learning environment locally in the department.</p>	<p>Admissions/applicants Refine the recording process to perfection - with video applications for Jesper Buch.</p> <p>Field of study/attractive offering JBIA is a practice-oriented entrepreneurship program where theory and practice are combined throughout the two years:</p> <ul style="list-style-type: none"> <li>• At least 14 master teacher presentations per school year</li> <li>• Training/practical implementation of cold canvas with a focus on training and understanding a sales process from identifying leads to invoicing</li> <li>• Evaluate and rethink store concepts or otherwise enter into partnerships with companies, possibly in the form of business cases that train students' skills in operations, budget, accounting, service, communication, creative solutions, marketing and pitch in a practical framework</li> </ul> <p>Unassisted dropout The low unhelpful dropout rate is maintained through clarity in setting expectations, so that students know what they are applying for, and that we as a school are clear in our delivery of a practice-oriented entrepreneurial education that is unlike any other education in Denmark.</p>	<p>Finger on the pulse The finger on the pulse is largely through Jesper Buch's development and further development of the program, but also through the minimum of 14 master teacher presentations that are conducted per school year.</p> <p>Relevance At Jesper Buch's Entrepreneurship Academy, students participate in all competitions organized by the Danish Foundation for Entrepreneurship to train students' planning, collaboration and pitching skills.</p> <p>Students are trained and practiced to gain confidence and certainty when it comes to pitching, and an annual internal "Mini Lion's Den" is held internally with a recognized entrepreneur as a judge.</p>	<p>Well-being and development There are many opportunities and high expectations for educators at JBIA. Dedicated and determined students who have actively chosen a practical entrepreneurial education meet the school with high expectations. They must be met. Therefore, there is a continuous focus on developing an entrepreneurial mindset in all subjects through involvement, knowledge sharing, collegial support and strong networks with recognized entrepreneurs, with whom they continuously spar with.</p> <p>In addition, all teachers participate in at least one masterclass with Dorte Ågård.</p> <p>You thrive at JBIA as a teacher if you thrive on development, high ambitions and a steadfast focus on creating an entrepreneurial education that has not been seen before in Denmark.</p>	<p>Greener and smarter "Doing well by doing good" will characterize at least one educational program at JBIA, introducing students to the fact that responsible and sustainable actions are not only good for society and the environment, but also a source of competitive advantage and long-term business growth.</p> <p>A learning and sustainability committee with student participation is established for JBIA to discuss quality development of the program and ensure deep student involvement and democracy.</p>





## KPIs - EUD and EUX high school

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>Graduation grades Min. 6.5.</p> <p>Switching frequency 66% on the main course. 25% in higher education.</p> <p>Top 3 in the ETU Measured by how students evaluate NB on the learning environment in the ETU.</p>	<p>Recording In August 2027, at least six EUX Business classes and one EUD class will be admitted.</p> <p>Dropout Unaided dropout rate: 2%.</p>	<p>Timeliness During the program, at least two cases focusing on green transition/circular economy are prepared for relevant companies and there are at least four presentations from current business people.</p> <p>Relevance The teaching is supplemented with subjects/disciplines that are relevant to the mercantilist's contribution to the green transition - selected by LUU.</p>	<p>Well-being All quarterly employee satisfaction metrics are green.</p> <p>Development 10% of working hours are used for the project "Focus on learning, well-being and education" and green transition.</p>	<p>Quarterly learning committee meetings with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education"</li> <li>Learning environment.</li> </ul> <p>The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock.</p> <p>ESG and green transition are integrated students in all subjects at Niels Brock.</p> <p>The sustainability committees have concrete suggestions on how the department can be carbon neutral.</p>
KPI 2024-2025	<p>Graduation grades Min. 6.2.</p> <p>Switching frequency 60% on the main course. 20% in higher education.</p> <p>On the national average in ETU Measured by how students evaluate NB on the learning environment in the ETU.</p>	<p>Recording In August 2024, a minimum of 10 classes, of which at least 4 at JBIA.</p> <p>Dropout Unassisted dropout rate: 4%.</p>	<p>Timeliness During the program, a case focusing on green transition/circular economy is prepared for relevant companies and there are at least two presentations from current business people.</p> <p>Relevance LUU identifies subjects/disciplines that are relevant to the mercantilist's contribution to the green transition and approves development of a course that can be completed in the spring semester. Reports are submitted to the school board.</p>	<p>Well-being Only green evaluations in the last employee satisfaction survey of the school year.</p> <p>Development 10% of working hours are used for the project "Focus on learning, well-being and education" and green transition.</p> <p>Competence building within green transition, including sustainability data and -accounts within relevant professional groups.</p> <p>All teachers have participated in at least one of Dorte Agård's online masterclass courses during 2024/25.</p> <p>All pedagogical leaders and PFKs are QTI-certified.</p>	<p>Quarterly learning committee meetings with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education"</li> <li>Learning environment</li> </ul> <p>The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock.</p> <p>Competence building within green transition, including sustainability data and -accounts within relevant professional groups.</p> <p>Sustainability committees focus on concrete actions, including consistent and efficient waste sorting, that move the department in a more sustainable direction.</p>



## KPIs - EUD and EUX high school

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
ACTION PLAN KPI 2024-2025	<p>Grades and ETU A separate action plan has been prepared for initiatives in relation to the category "learning environment" in the annual ETU. The action plan focuses on basic virtues in classroom management, cf. the project "Focus on learning, well-being and education".</p> <p>In relation to ETU, quarterly Learning Committee meetings are held to evaluate and learn from the Focus on Learning, Well-being and Education project and ETU results.</p> <p>Switching frequency In all subjects, purpose is also explained in relation to business/apprenticeship and LPS efforts in relation to apprenticeships:</p> <ul style="list-style-type: none"> <li>Apprenticeship search on the schedule</li> <li>"Meet a HR Manager" (visits to all classes)</li> <li>Job exchange</li> <li>Student ambassadors (former students, now in main course) visiting all classes</li> <li>Speed interviews (students meet recruiting company representatives)</li> </ul>	<p>Admissions/applicants Maintain the positive stories about The training: have to</p> <ul style="list-style-type: none"> <li>Youth-to-youth guidance at open transition, and similar events education and training.</li> <li>The use of student ambassadors (the main student</li> </ul> <p>Unassisted</p> <ul style="list-style-type: none"> <li>The separately prepared action plan for "learning environment" must maintain Positive student motivation</li> <li>Close follow-up on students who are not sufficiently motivated for education</li> </ul>	<p>Timeliness EUX-Companies are contacted for Providing case assignments where students work with a relevant problem houses on circular economy, green in order to provide practice-oriented</p> <p>vision and give students a greenrunning mindset that young people can look up to) . This work is supported by at least four relevant business people are invited waiver to give presentations on green transition/ circular economy.</p> <p>Relevance The school's Local Education Committee operates as the Vocational Education and Training Advisory Board to ensure relevance and timeliness in the education programs. In the fall, LUU must identify subjects/disciplines that are relevant when graduates are to contribute to the green transition. We then prepare a proposal for a course/masterclass or similar to be implemented in the spring semester.</p>	<p>Green mini-MTU assessments and development Action, cf. separate action plan derived from the latest MTU regarding the possibility of competence development and collegial support and support in relation to handling challenging students.</p> <p>10% of working hours are used for the project "Focus on learning, well-being and education" and competence building within green transition and AI.</p> <p>All teachers complete at least one master class with Dorte Agård.</p> <p>All pedagogical leaders and PFKs are QTI-certified.</p>	<p>Competence building All subject groups integrate topics on greening and sustainability into their courses, building more and broader competencies in greening and sustainability - in the teaching staff and for the benefit of students.</p> <p>The Sustainability Committee meets once per semester to develop activities that help spread knowledge and interest in green transition and sustainability among students.</p>



## KPIs - Main course

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>Characters The subject test average is at least 10.2.</p> <p>Top 3 in the ETU Measured by how students evaluate NB on the learning environment in the ETU.</p>	<p>Niels Brock must be in terms of annual students specialties.</p>	<p>in the top 2 in all offered</p> <p>"How satisfied is the company overall with the collaboration with Niels Brock?"</p> <p>Niels Brock is in the top-2.</p>	<p>Well-being All quarterly employee satisfaction metrics are green.</p>	
KPI 2024-2025	<p>Characters The subject test average is at least 10.</p> <p>Above the national average in ETU Measured by how students evaluate NB on the learning environment in the ETU.</p>	<p>Niels Brock must be in the top annual students specialties.</p>	<p>3 in terms of in all offered</p> <p>"How satisfied is the company overall with the collaboration with Niels Brock?"</p> <p>Niels Brock is in the top-3.</p>	<p>Well-being Only green evaluations in the last employee satisfaction survey of the school year.</p>	
ACTION PLAN KPI 2024-2025	<p>How to learn We will create a structure for student resources and challenges - who should be offered extra guidance? Including a 'go-to' toolbox with suggestions on how students can be spotted and guided by teachers. There are several individual reasons why students do not perform well in the subject test. For example, resourceful students who prioritize family life or subjects that are at CBS, but also less resourceful students who need a special effort.</p> <p>Conversations with students who, for example, get 02 in assignments about possible reasons for this. Student data will ultimately support the individual student to perform as well as possible in the subject test. Teacher teams share and transfer knowledge about classes and individual students.</p> <p>Well-being Each teaching team develops a model for how they can utilize quarterly measurements to gain more knowledge about what is behind the lower responses in the ETU questions. This will allow us to make better and more targeted efforts in the coming years regarding the statements: "Teachers give me responsibility", "Teachers are good at giving feedback on my efforts" and "Teachers are good at explaining things so I understand them".</p> <p>A visible and accessible SPS supervisor on the main course is available weekly. In relation to subject test guidance, SPS collaborates with a subject teacher on the main course. We take social responsibility for the fact that an increasing number of young people start the main program with SPS and other unhappiness. These students must increasingly experience that their situation is taken into account at school as well as in the training company.</p>	<p>Specialties Bound subjects are selected where it is obvious op- to integrate artificial intelligence.</p> <p>In addition, ESG reporting electives are offered in spring 2025.</p> <p>New tools and instruments are integrated into courses, that deal with optimization.</p> <p>Training as a payroll consultant must be implemented at both the administrative and the finance specialty. Thus, we can train students who are trained as part of both HR and finance departments.</p> <p>Annual break, Initiation of a project where we the company. unskilled students from especially HF probationary period. STX, which after a number of years does not yet have a Vocational education.</p>	<p>Collaboration Preboarding of students on off. adm. where the learning managers can participate so that collaboration on the learner is aligned with expectations.</p> <p>Sitefor student managers will be hosted on a URL so that it will be accessible to all student and graduate learning managers and other stakeholders</p> <p>Offering two annual courses on unhappiness and SPS so that trainees and training managers get tools to support students who are struggling train office</p> <p>Well-being All companies that sign contracts for learners for the first time or after a longer offer recruits an intro interview with a visit to and the company during the student's</p> <p>Network meetings must provide value to businesses. Therefore, different concepts are developed to meet the different needs.</p> <p>Communication Develop a communication plan for LinkedIn to ensure clear and concise communication to employers and unskilled students.</p> <p>Instagram profile with student-to-student communication to create awareness and desire for education through our specialties.</p>	<p>Satisfaction The focus remains on involvement, knowledge sharing and collegial collaboration within each team and across the department, through coordination and scheduling as well as team meetings and main course meetings.</p> <p>Recognition of employees and their performance, where their contribution to the organization is highly valued, thereby maintaining the good ownership of our specialties, where employees are involved as much as possible in implementation, results and decisions for the main course.</p> <p>Knowledge sharing We want to try out new models for knowledge sharing. Initially, the teams will hold department meetings where the agenda will include presenting and discussing development initiatives and knowledge.</p> <p>Development Employees consistently deliver core performance. The development of an attractive and up-to-date main course requires predictability. That's why we want timely planning and clear communication to allow room for good development.</p> <p>QTI is offered to educators who want to advance their classroom management in the form that makes sense for each class.</p> <p>Competence courses in artificial intelligence and ESG reporting are initiated, and possibly Lean.</p>	<p>Startup of training agreements Dialogue with public companies in particular in relation to the start-up of training agreements in fall. A more even intake will result in better utilization of premises, a more flexible education and a better flow of education for the benefit of students and companies.</p>



## Commercial high schools

Our business high schools continue to enjoy widespread recognition. This is reflected in the fact that we once again have the highest number of applicants in Denmark across our four upper secondary schools: The International Upper Secondary School, Innovati- on Upper Secondary School, JTP Commercial Upper Secondary School and Nørre Voldgade Commercial Upper Secondary School. Almost 2,000 students applied to Niels Brock's business high schools this year, where we were able to establish 48 1. g classes - 12 classes at each high school.

Our upper secondary schools are characterized by their clear profiles. Profiles that are continuously developed and adapted to reflect corresponding higher education programs, the needs of society and the labor market, and the interests of young people. This happens - among other things - by working closely with the business community and other external partners and through relevant master classes and participation in both national and international competitions.

Focus on learning, well-being and education  
Again this school year, we will have extra focus on the students' learning, well-being and educational processes, which is an important part of Niels Brock's overall vision. We want to be the best at facilitating students' learning processes and therefore have an unrelenting focus on our lifting capacity.

In recent years, we have learned a lot about what happens to the classroom and teachers' classroom management when the room is full of screens. We are therefore continuing our collaboration with pedagogical consultant Dorte Ågård on our 3-year project, which aims to focus on learning, well-being and education and the context of learning processes.

The project addresses access to the internet, the authoritative role of teachers and the context for learning, well-being and education, including motivation, movement, sleep and diet. The idea is that, with the assistance of experts, we continuously adjust our structures and organization to ensure lasting change/improvement and continue to offer world-class education in the future.

As mentioned, the core task is student learning, well-being and education. This is our contribution to Denmark's competitiveness. But it is also our commitment to the young people who choose Niels Brock as their place of education.





## KPIs - Commercial high schools

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>Graduation grades Handelsgymnasiet JTP: 8.0. Nørre Voldgade Commercial High School: 7.5. Innovationsgymnasiet: 7.5. The International Gymnasium: 8.5.</p> <p>Top 3 in the ETU Measured by how students evaluate us on the learning environment.</p> <p>Transition to higher education Minimum 85%.</p> <p>Lifting capacity Significant positive lift in all subjects.</p>	<p>Unassisted dropout Maintained at 1%.</p> <p>Applicants Min. 1,344 qualified first priority applicants, corresponding to four 12-track high schools.</p>	<p>"Finger on the pulse" via advisory boards whose chairs participate in the board's strategy seminar.</p> <p>Content and cases with authentic business problems: There are min. three talent programs in collaboration with companies and min. two bridging programs with higher education institutions at each upper secondary school.</p> <p>Competencies in green transition, including sustainability data, have been built up at all four colleges and are included in teaching.</p>	<p>Well-being All quarterly employee satisfaction metrics are green.</p> <p>Development 10% of working hours are used for the project "focus on learning, well-being and education" and green transition.</p>	<p>Quarterly learning committee meetings with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education"</li> <li>Learning environment</li> <li>The self-evaluation action plan</li> </ul> <p>The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock.</p> <p>ESG and green transition are integrated elements in all courses at Niels Brock.</p> <p>The sustainability committees have concrete suggestions on how the department can be carbon neutral.</p>
KPI 2024-2025	<p>Graduation grades Handelsgymnasiet JTP: 7.7. Nørre Voldgade Commercial High School: 7.5. Innovationsgymnasiet: 7.4. The International Gymnasium: 8.0.</p> <p>Above the national average in ETU Measured by how students evaluate us on the learning environment.</p> <p>Transition to higher education Minimum 75%.</p> <p>Lifting capacity Neutral or significantly positive.</p>	<p>Unassisted dropout Maintained at 1%.</p> <p>Applicants Min. 1,344 qualified first priority applicants, corresponding to four 12-track high schools.</p>	<p>"Finger on the pulse" via advisory boards at each high school. Chairmen are invited to the board strategy seminar.</p> <p>Content and cases with authentic business problems Offer and implement at least one talent program in collaboration with a company (the Brock score is used for all classes as evidence of extra activities).</p> <p>Students experience hands-on learning, with all subjects working case-oriented and all classes being in contact with at least three external parties (presentations or visits).</p>	<p>Well-being Only green evaluations in the last employee satisfaction survey of the school year.</p> <p>Development 10% of working hours are used for the project "Focus on learning, well-being and education" and green transition.</p> <p>All teachers have participated in at least one of Dorte Ågård's online masterclass courses during 2024/25.</p> <p>All pedagogical leaders and PFKs are QTI-certified.</p>	<p>Quarterly learning committee meetings with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education"</li> <li>Learning environment</li> <li>The self-evaluation action plan</li> </ul> <p>The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock.</p> <p>Competence building within green transition, including sustainability data and -accounts within relevant professional groups.</p>



Competence building within green transition,  
including sustainability data and  
-accounts within relevant professional groups.

The Sustainability Committees focus on  
concrete initiatives that move the  
department in a more sustainable direction,  
including making statements to the  
strategic management that move Niels  
Brock in a more sustainable direction.

# KPIs - The International Gymnasium

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
ACTION PLAN KPI 2024-2025	<p>Graduation grades and lifting ability Continued implementation of the school's digital rules, including training students' immersion and concentration.</p> <p>Students' writing skills are trained under exam-like conditions in study subjects in two internal written tests in the third year.</p> <p>Scheduled class meetings with fixed data-based (ETU, MiniETU and various education data from Power BI and Education Statistics) quality development agendas.</p> <p>New supervision efforts - peer supervision and management supervision in relation to the QTI forms and classroom management masterclasses with Dorte Agård.</p> <p>Transition Workplacement opens towards higher education.</p> <p>Masterclass is transformed into daily teaching, and a clear matrix ensures broad dissemination.</p> <p>Student well-being and satisfaction Close follow-up on ETU results and MiniETUs in the individual class/class collaboration.</p> <p>In collaboration with Netwerk, classroom teachers are strengthened to support students in social relationships and good study habits.</p>	<p>Fields of study The study tracks are maintained as there is always the possibility of up to six A levels.</p> <p>Unassisted dropout The low dropout rate is maintained through a strong focus on study guidance, reading guidance and SPS. This is supported by screenings, conversations with student counselors and class teachers as well as initiatives in the teaching in the basic course.</p> <p>Scheduled class meetings with fixed data-based (ETU, MiniETU and various education data from Power BI and Education Statistics) agendas so that class teachers meet in an active forum to develop professional, interpersonal and intrapersonal skills in class.</p> <p>Further development of courses for particularly challenged readers and SPS students in study techniques and exam preparation - between PFKs, student counselors and SPS counselor/reading guide.</p> <p>Applicants Continue to offer and implement introductory courses for 8th graders where the students are the teachers.</p>	<p>Content and cases with current business issues In all subjects, but especially the commercial subjects, we work with authentic business issues, where students experience upper secondary school as relevant and clearly business-oriented both through cases prepared by teachers or external and through extensive visits/guest readers. In the coming school year, several of these initiatives will be included in the teaching and tied to core subjects as small tasters rather than just extracurricular activities - we call them brain snacks.</p> <p>Finger on the pulse DIG keeps a finger on the pulse through our advisory board, where a wide range of competent people advise and guide the school. The committee holds biannual meetings and will develop at least one relevant masterclass during the school year.</p> <p>Competence in green transition Competence building among employees in the economic subjects regarding knowledge in green transition and the inclusion of points from the publication "Educations with importance for the green transition," published by DEA.</p>	<p>Well-being and development "Focus on Learning" creates good support for employees in beneficial competence development, and all teachers participate in at least one masterclass course.</p> <p>The Masterclass by Dorte Agård is a continuation of the work on collegial knowledge sharing, which this year is complemented by a workshop on QTI in August to promote the use of this tool.</p> <p>Further development and training is also participation in FIP, annual meetings etc. where several teachers participate to ensure synergy and knowledge sharing.</p> <p>Management At DIG, the newer management team and the PFKs will continue to build trusting social relationships in a good working environment. Collaboration with the teaching staff and visibility is essential, including frequent management briefings, "management briefings in writing" and management dialog meetings. We will continue to work with this open-door policy.</p> <p>Continue the work of systematizing and sharing knowledge in the management team regarding employee development, sick leave, working hours, etc. so that together we ensure a management that has common ground and shared knowledge, including via an annual cycle with close follow-up.</p>	<p>Smarter institutional operations Continue working on innovative solutions and concepts for foundation courses that optimize the process, but especially create students who can make an informed choice and seamless transition from foundation course to study direction class.</p> <p>Work purposefully with the written work and correction strategies in the basic course written assignments.</p> <p>Further development of the previous seven now five SO courses, both in terms of execution and theme.</p> <p>Further development of the concept of "guests with an audience" in the learning committee, where involved/participating students participate in the evaluation of various learning sessions, e.g. SO.</p> <p>Greening institutional operations Implementation of a "generational change" in the sustainability committee, which in 2024/25 will be responsible for Five Fat Days and will develop concrete proposals to make everyday life more sustainable.</p>

Trials of scheduled breathing exercises are initiated and closely monitored.



## KPIs - Innovation High School

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
ACTION PLAN KPI 2024-2025	<p>Graduation grades and lifting ability Based on student-centered leadership, the focus is on strengthening teacher collaboration, including class teamwork and collaboration on the training of students' competencies and skills in individual subjects.</p> <p>Training students' writing skills in subjects with writing through a special pool of hours to strengthen writing, internal tests and formative feedback.</p> <p>Strengthening the upper secondary school's reading counseling efforts, including the formulation of reading and writing efforts to support dyslexics and students with reading and writing difficulties.</p> <p>Math café for 1st and 2nd grade students.</p> <p>New supervision efforts - including school walks, collegial supervision and management supervision in relation to QTI as well as classroom management themes in the school year's classroom management masterclass with Dorte Agård.</p> <p>Continued implementation of the school's digital rules, including training students' immersion and concentration.</p> <p>Strengthened course on study techniques, study habits and IT instruction.</p> <p>Student well-being Monthly community gatherings.</p> <p>Strengthened intro course - in GF and in the new study direction classes.</p> <p>Strengthening the student council to increase student engagement and involvement in school decisions.</p> <p>Close follow-up on ETU results, including the use of data from MiniETUs in the school's pedagogical management and in the class teams' work with student well-being in the individual class.</p> <p>Transition Formulation of career learning efforts and preparation of an annual plan for career guidance for higher education with clear progression in the three cohorts. Partnering with the Careers initiative.</p>	<p>Unassisted dropout The unassisted dropout rate is maintained at a low level through skilled study, reading and SPS counselors, strengthened class teamwork and follow-up on student feedback in connection with the ongoing ETUs and in the local learning committee.</p> <p>Applicants Increased offering of introductory courses for 8th graders, offering courses via Junior Talent and presence at all relevant education days/evenings for young people seeking education in our catchment area.</p> <p>Fields of study Adjustment of the study programs Innovation &amp; Startup, Project Manager and AI, Design and Ethics to strengthen the academic profile of the study programs - including the combination of subjects and emphasis.</p> <p>International collaboration Participation in the Nordplus program, exchange, competence building and international outlook in innovation education.</p>	<p>Finger on the pulse via advisory board Advisory board with participation from business and higher education.</p> <p>The Advisory Board advises the school's management on the school's strategic goals, including in particular attractiveness, relevance and topicality in content, and during the school year, the Innovation High School's advisory board will define a relevant masterclass program.</p> <p>Content and cases with current business issues Businesses and organizations are fixed Involved in teaching, study block days, SO courses and master classes through lectures, visits to companies, presentations from the business community, politicians and subject experts.</p> <p>Competence in green transition Competence building among employees in the economic subjects regarding knowledge in green transition via two annual theme presentations with the involvement of the business community.</p> <p>Inclusion of points from the publication "Educations with importance for the green transition" prepared by DEA, regarding the importance of mercantile educations for the green transition.</p>	<p>Well-being and development New onboarding program for new trainers (supervision and strengthened collaboration between local PFC and DNB).</p> <p>Using QTI interviews with new teachers and pedagogy candidates.</p> <p>Focus on longer planning horizons with the roll-out of bi-annual schedules where schedules are fixed four weeks ahead.</p> <p>Management orientation - physical and newsletters.</p> <p>Clarification of the division of responsibilities in management and a coordinator structure for the work.</p> <p>Management participation in subject group and class team meetings.</p> <p>Participation in a masterclass course on classroom management with Dorte Agård.</p> <p>Pedagogical afternoon focusing on competence building in relation to the project "Focus on learning, well-being and education", AI and green transition.</p> <p>Developing class team collaboration practices in high school.</p>	<p>Smarter institutional operations Ludus for course distribution, assignment sheets and resource management. Optimize scheduling for greater predictability and better planning.</p> <p>Full phasing in of Ludus courses in all subjects and grades.</p> <p>In collaboration with the other principals, a requirement specification for Power BI reports that can support management's work with the department's local goals.</p> <p>Through the local learning committee, teachers, students and management collaborate to strengthen the quality of learning and well-being at Innovationsgymna-siet. This includes the inclusion and analysis of data in relation to ETU, grades, lifting ability and the project "Focus on learning, well-being and education".</p> <p>Greener institutional operations The Sustainability Committee works with concrete initiatives to make everyday life at Innova- tiongymnasiet more sustainable - including waste, paper consumption, recycling and canteen.</p> <p>The Sustainability Committee continues to work with the Green School and collaborates with local and strategic leadership to move Niels Brock in a greener direction.</p>

Student internship for 3rd year students.

# KPIs - Handelsgymnasiet JTP

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
ACTION PLAN KPI 2024-2025	<p>Final grades and promise Students' writing skills are practiced under exam-like conditions several times during the school year.</p> <p>Accommodating students' use of AI means that the process of written work must also be assessed, including students' reflections on the use of AI.</p> <p>The subject groups work with knowledge sharing based on the subject evaluations. Efforts are identified, and there is also a focus on variation and student-activating teaching.</p> <p>Class teams work with students' learning barriers and define actions to ensure the best scaffolding of student learning. The MiniETUs are used as indicators/data in this context.</p> <p>Above the national average in ETU The results of ETU/MiniETU are discussed and actions are planned in learning committees and class teams. The class team works specifically with the learning environment, including ensuring common ground in relation to reducing digital noise and initiatives that can increase well-being.</p> <p>Posters have been made for all classes with the digital guidelines that the classes must follow, as well as a description of the shared responsibility in and for the classes - including cleanup and waste management.</p> <p>All teachers must have completed master class 1 or 2 with Dorte Ågård, and we focus on authoritative classroom management and variation in teaching.</p> <p>Supervision and QTI (Question- naire on Teacher Interaction) are used in the work with classroom management.</p>	<p>Fields of study A structure is created for study areas and electives where all students have the opportunity to choose five A-subjects. Fewer courses will be offered electives, and the majority of electives will be at A or B level.</p> <p>To meet the needs of companies for employees with German language skills, German is now also offered A. The increased focus on German language skills is strengthened by the opportunity for students to participate in OPU (training abroad) after graduation. This primarily takes place in Germany.</p> <p>All students will have the option to choose German A or Math A.</p> <p>B-level courses will be available:</p> <ul style="list-style-type: none"> <li>Social Studies B</li> <li>Business Law B</li> <li>Financing B</li> <li>Psychology B</li> </ul> <p>There is a focus on learning, community and student well-being within the individual study areas through study area days, where students across classes and years within the same study area participate in various events.</p> <p>Unassisted dropout The low level is maintained through skilled study, reading and SPS counselors, strengthened class collaboration and follow-up in class teams on student feedback in connection with the MiniETUs and possibly the learning committees.</p>	<p>We work with topicality and business-oriented and professionally motivating offers in teaching and in master classes. All students must in contact with at least three external actors during a school year. Two new masterclasses are developed in topical areas.</p> <p>The new SO courses include presentations and collaboration with companies, politicians and other relevant stakeholders.</p> <p>There will be offers to participate in DM competitions and other competitions across subjects.</p> <p>An advisory board has been established with participants from the business community, higher education institutions and other relevant actors - and during the school year we will work with our advisory board to devise a relevant masterclass course for JTP.</p> <p>Competence in green transition Competence building among employees in the economic subjects regarding knowledge in green transition, for example through theme presentations with the involvement of the business community and the inclusion of the points from "Education with importance for the green transition" prepared by DEA.</p>	<p>The competence development will take place via:</p> <ul style="list-style-type: none"> <li>Presentations and knowledge sharing in the professional groups in connection with sustainability diagnostics</li> <li>Subject group leaders' knowledge and use of education statistics and working with grades and promise</li> <li>Development of masterclass courses in technology understanding (across Niels Brock) and other courses with/on generative artificial intelligence</li> <li>Masterclass with Dorte Ågård on shared classroom management and student-centered teaching</li> </ul> <p>Teachers are also invited to get involved in the development of new SO courses, AI guidelines and master classes.</p> <p>Activities are made visible to both students and teachers in the overall calendar.</p> <p>Teacher request for teacher chair/stool in all classrooms is granted.</p>	<p>The Sustainability Committee is continuously working on ideas and initiatives that aim to give students knowledge and insights into the circular economy and green transition - but also actionable skills.</p> <p>A concrete plan for reaching the goal of waste sorting will be drawn up by the sustainability committee in the fall, and the plan will be implemented in the spring.</p> <p>The school is affiliated with Fem Fede Dage in a form adapted to JTP's profile.</p> <p>The Sustainability Committee invites the subject groups to sessions where ideas for working with sustainability and education in the subjects are presented and discussed.</p> <p>The learning committee is increased to six students so that there are two students from each year group. Quarterly learning committee meetings are held with the agenda:</p> <ul style="list-style-type: none"> <li>"Focus on learning, well-being and education", especially the digital rules and student-activated learning</li> <li>The learning environment, cf. ETU</li> </ul> <p>Full phasing in of Ludus courses in all subjects and grades.</p> <p>Together with the other principals, a requirement specification for Power BI reports is prepared, that can support management's work with quality.</p>



Transition to higher education A new and comprehensive plan for the entire 3-year education program is developed during the school year - focusing on the role of subject teachers, career guidance and bridging activities to higher education.

# KPIs - Handelsgymnasiet Nørre Voldgade

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2024-2025	SCHOOLS	<p>Graduation grades and promise Classroom management - calm, concentration and immersion Clear expectations, requirements and concrete rules for how students should act in the classroom. Implementation of the school's digital ground rules:</p> <ul style="list-style-type: none"> <li>All digital noise is removed</li> <li>Mobiles are handed in before classes start</li> <li>The computer is closed and the classroom must be quiet</li> <li>Classes only start when students are ready to learn</li> <li>All students follow the teacher's instructions and are study active</li> </ul> <p>Management ensures that the rules are clear to students and that any violations are acted upon.</p> <p>Teaching, feedback and feedback All teaching is based on students' abilities and learning barriers. All teachers set clear and explicit goals for teaching.</p> <p>Students' writing skills are trained:</p> <ul style="list-style-type: none"> <li>By establishing four writing days with a process-oriented approach in all grades</li> <li>By establishing more exam training days for 2nd and 3rd year students</li> <li>By our teachers organizing the written work so that there are clear instructions and feedback before, during and after an assignment</li> </ul> <p>Well-being Well-being is crucial for students' well-being and education. We have a special focus on relationships and communities, and we create well-being through:</p> <ul style="list-style-type: none"> <li>Intro days with professional team building</li> <li>Introductory course spanning the entire 1st year, with a special focus on making the various transitions easier</li> <li>Community Ambassadors in collaboration with the City of Copenhagen</li> <li>Strengthened class dialog in strong classroom teams</li> <li>Increased focus on mental and physical health through programs in collaboration with external experts</li> <li>Strengthened classroom culture with special focus on language and behavior towards each other</li> </ul> <p>Transition to higher education Developing a plan to increase transition, including the role of subject teachers, career guidance and bridging activities - not least to IT-U.</p>	<p>The students and their relationships are the most important thing, which is why we focus on:</p> <p>Community and belonging We work according to the mantra that it is the community that unites us. We therefore focus on:</p> <ul style="list-style-type: none"> <li>Increased frequency of class meetings with data-based approach and participation of student counselor</li> <li>Establish a guidance center that can react quickly when students are excluded or unhappy</li> <li>Strengthen the sense of belonging between students and cohorts through Wellbeing Corps and Community Ambassadors</li> <li>An engaged student council that raises awareness of well-being challenges and finds solutions in collaboration with management</li> </ul> <p>NVG is an attractive upper secondary school for students who want to learn how to contribute to the community.</p> <p>Ambitious fields of study We offer three majors, with at least one major having five A-subjects.</p> <p>Our study programs - UX Design, Future Business and Marketing - are distinct in their profile - and we are the high school that prepares young people for the future. That's why we focus on training all our students in the use of and critical approach to AI.</p> <p>We add extra support for academically challenged students through catch-up classes in math, English and Danish.</p>	<p>At NVG, we help shape the future. That's why we focus on:</p> <p>Department of Futures Studies IT University of Copenhagen Together with the Institute for Futures Studies and the IT University, we strengthen the students' understanding of how to combine IT with business in relation to the many opportunities in the future labor market.</p> <p>Masterclasses Develop and offer masterclasses that focus on topics such as:</p> <ul style="list-style-type: none"> <li>AI and machine learning</li> <li>AI and critical thinking</li> <li>Data analysis</li> <li>Mini-futurists and action competence</li> <li>Technology understanding and project management</li> <li>(Techday on CBS)</li> </ul> <p>Advisory Board We collaborate with our advisory board on how NVG educates for the future. We work with:</p> <ul style="list-style-type: none"> <li>The future as a teaching method</li> <li>Future as a mindset for our students to learn to imagine the future and relate to it</li> <li>Change readiness and critical thinking</li> </ul> <p>Together with our advisory board, we devise at least one relevant masterclass program for NVG.</p> <p>Competence in green transition Competence building among employees in the economic subjects regarding knowledge in the green transition, including the inclusion of points from "Education with importance for the green transition" prepared by DEA.</p>	<p>At NVG, management is close to its employees. That's why we focus on:</p> <p>Professional learning communities All educators work in professional learning communities and are investigative regarding their own practice in relation to classroom management and development as educators. This means, among other things, that:</p> <ul style="list-style-type: none"> <li>All NVG teachers have participated in Dorte Ågård's masterclass</li> <li>All instructors provide clear authority and active leadership in creating a fruitful learning environment and peace of mind</li> <li>All teachers activate students in the classroom to maintain variety and motivation</li> <li>QTI implemented as a tool to support and empower educators</li> </ul> <p>Social cohesion Social cohesion is crucial for our employees to thrive. To strengthen this, we plan:</p> <ul style="list-style-type: none"> <li>Three annual employee events (summer, winter, spring)</li> <li>A course for employees in yoga and mindfulness</li> <li>A social collaboration day</li> </ul>

At NVG, the ambition is to work safe and smart. That's why we focus on:

- F  
e  
w  
e  
r

c  
h  
a  
n  
g  
e  
s

a  
n  
d

m  
o  
r  
e

i  
m  
p  
r  
o  
v  
e  
m  
e  
n  
t  
s

- Meetings with meaning

- S

l

o

w

d

o

w

n

t

o counter

this:

- Intensify a data-based approach in meetings to qualify the content
- Do we place all meetings and activities in Ludus before school starts to create more transparency
- Ensure diligence in scheduling and increase the frequency of meetings between scheduler and management to adhere to scheduling principles

The goal is to ensure calm and stable working conditions so that there is room for well-being, learning and education for all our employees.

Full phasing in of Ludus courses in all subjects and grades.

Together with the other principals, a requirement specification for Power BI reports is prepared, that can support management's work with quality.



## GSK - upper secondary supplementary courses

GSK is aimed at anyone with an upper secondary school diploma (STX, HF, HHX, HTX, EUX) or vocational education without an EUX certificate or certificate for EUX 1. part. The GSK system is used by students who lack subjects and/or levels on their qualifying exams to meet specific entry requirements for higher education.

Niels Brock is one of five coordinator schools in Denmark that are responsible for offering upper secondary supplementary courses. Specifically, we share responsibility for the courses offered in Copenhagen with KVUC - Københavns Voksenuddannelsescenter.

GSK is most often organized as compressed courses of 3-12 weeks, primarily during the daytime, but they are also offered in the evening and online.

In recent years, there has been a political desire to reduce the scope of upper secondary supplementary education, which is why students' conditions, including the possibility of SU, have deteriorated. Similarly, GS grades can now lower the average for students who have completed their exams after May 1, 2022, due to a new rule on "downward adjustment of grade point averages". Taken together, these measures, along with Maths B being made mandatory, have resulted in a sharp drop in GS activity, which still plays an important role in enabling young people to pursue their dream studies.

The efforts in the GSK area at Niels Brock are primarily aimed at raising the completion and pass rates among our students so that they get the desired opportunities for further education.





# KPIs - GSK

	TRAINING I WORLD CLASS	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>On a scale from 1 to 5, students answer min. 4.5 on average to questions about satisfaction with:</p> <ul style="list-style-type: none"> <li>The professional level</li> <li>Teacher engagement and communication skills</li> </ul> <p>Completion rate: Percentage of students recommended for the exam as a percentage of the number of students 20% into the course:</p> <p>Physical classes: 75%. Online classes: 60%.</p> <p>Pass rate: Percentage of passes as a percentage of completions:</p> <p>Physical classes: 95%. Online classes: 90%.</p>	<p>Well-being All quarterly employee satisfaction metrics are green.</p>	<p>Optimal team size: Ratio 22 for physical classes (ratio calculated as taximeter triggering students per class).</p> <p>Completion rate: (Percentage of students recommended for exam as a percentage of the number of students 20% into the course)</p> <p>Physical classes: 75%. Online classes: 60%.</p>
KPI 2024-2025	<p>On a scale from 1 to 5, students answer min. 4.5 on average to questions about satisfaction with:</p> <ul style="list-style-type: none"> <li>The professional level</li> <li>Teacher engagement and communication skills</li> </ul> <p>Completion rate: Percentage of students recommended for the exam as a percentage of the number of students 20% into the course:</p> <p>Physical classes: 70%. Online classes: 45%.</p> <p>Pass rate:. Percentage of passes as a percentage of completions:</p>	<p>Well-being Only green evaluations in the last employee satisfaction survey of the school year.</p> <p>Knowledge about compressed pathways is collected, documented and shared with team leaders.</p> <p>Data-driven quality development initiated.</p>	<p>Optimal team size: Ratio 21 (ratio calculated as taximeter-triggering students per class).</p> <p>Completion rate: (Proportion recommended for exam as a percentage of the number of students 20% into the course)</p> <p>Physical classes: 70%. Online classes: 45%.</p>



Physical classes:  
85%. Online  
classes: 70%.

# KPIs - GSK

	TRAINING I WORLD CLASS	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
<p>ACTION PLAN KPI 2024-2025</p>	<p>Based on the new evaluation questionnaire, in the fall of 2024, we will, together with the teachers, look at the collected data so that we can optimize, share knowledge and look at agendas for future assemblies and pedagogical days together.</p> <p>In collaboration with Digital, qualitative interviews are conducted in order to quality and further develop the school's online courses.</p> <p>In collaboration with Digital, the market and opportunities for using AI in online courses are being investigated.</p> <p>Get more people to complete online courses by strengthening the communication channels, introducing more synchronous teaching and competence development of teachers in both IT didactics and the use of our LSM, My Niels Brock.</p> <p>We are constantly streamlining our offerings to match demand. The offerings are visible on the website for a year ahead so that students can plan ahead, and we strive to complete the classes we offer to create confidence for both students and teachers.</p>	<p>Ensure that all teachers have a pedagogical training program or have a training plan in place.</p> <p>Present management style with a fixed structure/plan for teacher meetings, as the group is often spread out over several locations at Niels Brock and needs a "common teacher room".</p> <p>At least two half pedagogical days per year, preferably with exciting speakers and participant-activating workshops.</p> <p>Continue to work to integrate the GS teacher group into cross-disciplinary group activities, both group days and social events for teachers.</p>	<p>New secondary education, stricter entry requirements and mandatory A levels in upper secondary education will have an impact on our GS offerings and activities.</p> <p>We are working on getting more students who start the courses to pass. This has been largely successful in the 2023 calendar year and we will try to maintain this level.</p> <p>There is a minimum of one synchronous class per week for online classes.</p> <p>In both online and face-to-face classes, collaboration and well-being are also important factors.</p> <p>The principal, vice principal and/or student counselor visits several times during a course (as min. at start and end/evaluation) so that learners have a sense of belonging.</p> <p>Further training and pedagogical sparring between teachers at GSK, but also between GSK and DIG to develop pedagogical practices.</p> <p>Outside speakers are invited to provide inspiration.</p> <p>Teachers participate in FIP, professional days, etc.</p> <p>We hold regular joint meetings with management, administration and student counseling so that communication inwards and outwards is consistent and clear.</p>





## Niels Brock Executive

By December 2024, almost 100 students will have graduated from our MBA program, which we have converted to blended learning. This transformation has strengthened our ability to create exciting and challenging learning environments, both physical and online. The evaluations of our programs reflect this development, and our graduates act as proud ambassadors for Niels Brock. We are experiencing an increase in the number of referrals from both current students and alumni, which testifies to the quality and relevance of our programs.

At Executive, we also see the importance of integrating AI into our programs. We work closely with Middle- sex University to contextualize and develop our courses so that we in Copenhagen deliver an education with high academic content that develops the skills that the business world demands. Our ambition is to offer the most flexible MBA, where AI and data analytics are integrated into the course of study. In this process, we work closely with our advisory board to continuously update our programs and strengthen our contact with the business community.

Our alumni network has been active over the past year, and we have held two major events, one at Børsen with great success. In the coming year, we will strengthen our focus on these events, where our alumni network plays a central role.

The close contact with our students during their education will be maintained, and networking events, also during their studies, will help strengthen the experience of being part of the Niels Brock family and strengthen contact with the business community.

We strengthen our international collaboration with other MBA programs through guest lectures, company visits and study tours.

We look forward to moving into St. Petri together with DMU's MBA program. The synergy effect of being able to increase competence development and knowledge will have a spillover effect on the entire study environment.



## KPIs - Niels Brock Executive

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION AND TRAINING	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>10% of MBA graduates score 70% or higher on their thesis.</p> <p>The MBA graduation rate is 90%.</p> <p>95% of students are satisfied with the program and would recommend it to others.</p>	<p>Total annual intake:</p> <p>MBA: 60 students</p> <p>Board programs: 100 students</p>	<p>Niels Brock Executive's advisory board is the foundation for continuous development of academic content for the programs.</p> <p>There are min. five participants from major well-known companies on the advisory board. The advisory board meets twice a year and the chairman is invited to a strategy meeting with the school board.</p>	<p>Teachers' motivation and satisfaction with teaching at Niels Brock Executive is measured.</p> <p>The goal is 8+ on a scale from 1 to 10 (hand-held process, measured by the department itself).</p> <p>Performance reviews are held with all employees.</p> <p>All employees at Niels Brock Executive's programs have undergone a competence development program with a focus on pedagogy and research-based teaching (the one used at CBC).</p>	<p>Niels Brock Executive is digitalized and professional in its expression. This applies to the entire process from recruitment to My Niels Brock, teachers, IT support, administration, management and librarian.</p> <p>The goal is 8+ for all of the above measured on a scale from 1 to 10 (handheld process measured by the department itself).</p>
KPI 2024-2025	<p>5% of MBA graduates score 70% or higher on their thesis.</p> <p>The MBA graduation rate is 85%.</p> <p>90% of students are satisfied with the program and would recommend it to others.</p>	<p>Total annual intake:</p> <p>MBA: 30 students</p> <p>Board programs: 60 students</p>	<p>At least three participants from major recognized companies on the advisory board meet twice a year and the chairman is invited to a strategy meeting with the school board.</p> <p>Niels Brock Executive's alumni network holds at least two meetings a year.</p>	<p>The teachers' satisfaction with teaching at Niels Brock Executive is 7+ on a scale from 1 to 10 (handheld process measured by the department itself).</p> <p>Performance reviews are held with all employees.</p> <p>Teachers at Niels Brock Executive's programs are offered to participate in competence development courses with a focus on pedagogy and research-based teaching conducted at CBC.</p>	<p>Niels Brock Executive is digitalized and professional in its expression. This applies to the entire process from recruitment to My Niels Brock, teachers, IT support, administration, management and librarian.</p> <p>The goal is 7+ for all of the above measured on a scale from 1 to 10 (handheld process measured by the department itself).</p>
ACTION PLAN KPI 2024-2025	<p>Analyze which elements of the main task are the most challenging.</p> <p>The methods course must be implemented in all teaching subjects, as the analysis of the main assignments has shown that it is especially the methods part/academic writing that continues to present challenges for our students.</p> <p>Incorporate methodology in all subjects and mandatory methodology subjects from the start of the program.</p> <p>Develop own NB module targeting tasks - once a month.</p> <p>Develop courses on how to write assignments - build on knowledge from DMU programs.</p> <p>Explore the possibilities of AI-supported virtual instruction - in collaboration with Digital.</p>	<p>New MBA program is implemented with a focus on specific business challenges.</p> <p>Advisory board participates in the development of the new courses and assessments.</p> <p>Alumni networks have min. three events. Study trip with the partner MISA.</p> <p>At least two annual social events for existing students to build networks.</p> <p>Webinars + fixed video.</p> <p>Closer collaboration with graduates.</p> <p>Developing a format for single days of board training.</p> <p>Revision of the HK training.</p>	<p>Use MBA students to give presentations to international students - increases skills development.</p> <p>Develop a plan for increased flexibility in the MBA by offering single courses and the possibility to "shop" courses.</p>	<p>Teachers are invited to staff days and teaching and learning conferences.</p> <p>Increased knowledge sharing with MDX module leaders through min. two meetings per course.</p> <p>Events for educators.</p> <p>Presentations from students about their businesses.</p> <p>Develop a "pedagogical certificate" specifically aimed at NBE educators.</p>	<p>Automation of student onboarding in collaboration with Digital.</p> <p>The enrollment video is created in collaboration with Digital.</p> <p>Recording process optimization - smaller handheld documents - being developed in collaboration with Digital.</p> <p>Increased automation of feedback process - developed in collaboration with Digital.</p>





## Niels Brock International

The academic year 2023-24 marked another period of remarkable growth for the International Department at Niels Brock. Currently, we have a thriving student body, and the number of applicants for the September 2024 intake is historically high. Our commitment to excellence extends beyond traditional business programs, as evidenced by the successful introduction of our Computer Science program. Additionally, starting in September 2024, we are proud to offer an MBA program in collaboration with De Montfort University. Students enrolled in this program will actively engage with Danish industry, bridging the gap between academic knowledge and practical competencies.

As we bid farewell to our Bispetervet campus, we eagerly anticipate the move to the Skt. Petri campus—a space designed to accommodate all our international students. This transition reflects our dedication to providing an optimal learning environment.

Our two advisory boards play a pivotal role in shaping our curriculum. They provide input on how to contextualize assignments and cases, ensuring that our students gain practical insights and industry-relevant skills. We recognize that employability is a key outcome of education, and our close ties with industry partners will facilitate internships, networking opportunities, and real-world projects.

At Niels Brock, critical thinking, ethical responsibility, and community engagement are not mere slogans but integral to our educational approach. In the international department, we've developed a unique certificate in pedagogy that all faculty members participate in. This certificate embodies Niels Brock's values, fostering a learning environment tailored to the diverse needs of our international student community.

The growth of recent years has resulted in a continuously growing department in terms of both faculty and staff. A new organizational structure has been established, and many processes and procedures are being automated. The results of our focus on students' well-being are reflected in our very positive well-being survey. In the coming year, we will be working towards further enhancing our unique learning environment and will implement surveys to allow us to benchmark with Danish and international universities. Our responsibility and commitment to providing students with the required skills and competencies will also be reflected in partnerships with external parties to ensure opportunities within internships and post-graduation work.

Our international faculty is testament to our ability to attract staff from all over the world. In the coming year, our recruitment officer will work at reflecting the same diversity in our intake.







## KPIs - Niels Brock International

	WORLD CLASS EDUCATION	PROVIDING ATTRACTIVE EDUCATION	INNOVATIVE AND CONTEMPORARY BUSINESS ORIENTED PROGRAMS	STIMULATING WORK ENVIRONMENT	SMART AND MORE SUSTAINABLE OPERATIONS
KPI 2027	<p>Marks 10% of graduates will achieve a First Class Honors.</p> <p>Graduation rate 85%.</p> <p>Student satisfaction of 80% within modules and the program in the following areas:</p> <ul style="list-style-type: none"> <li>• Learning outcomes</li> <li>• Well-being</li> <li>• Faculty and staff responsiveness</li> </ul>	<p>Intake 1300 students.</p> <p>Retention 90% continue their study from year to year.</p> <p>Diversity Truly diversified and international cohorts; no single nationality will represent more than 50% per class.</p>	<p>Partnerships All programs feature at least one guest lecture per module and one company visit per semester.</p> <p>The advisory board meets twice annually to ensure that the program produces graduates that are suitable for either employment or further studies.</p> <p>The percentage of graduates of the Niels Brock programmes in relevant occupation or further education two years after graduation is the same or higher as the percentage of those who have graduated in the UK from the same programmes.</p>	<p>Satisfaction All quarterly job satisfaction evaluations are green.</p> <p>Competences and collaboration Faculty profiles are in compliance with DMU requirements.</p> <p>All faculty continuously engaged in competence development in collaboration with DMU.</p> <p>All faculty have gone through local competence development program created by Dorte Ågård and the Learning Hub.</p>	<p>Scalable organization Scalable organization through standardized procedures that are universally applied and digitized where possible.</p> <p>The quality of student induction is maintained and ensures that students are prepared for their studies.</p> <p>Staff on- and reboarding is continuously reviewed to ensure the best outcomes for staff and students.</p>
KPI 2024-2025	<p>Marks 5% of graduates will achieve a First Class Honors.</p> <p>Graduation rate 85% graduation rate.</p> <p>Student satisfaction Student satisfaction of 70% within modules and the program in the following areas:</p> <ul style="list-style-type: none"> <li>• Learning outcomes</li> <li>• Well-being</li> <li>• Faculty and staff responsiveness</li> </ul>	<p>Intake September 2024: 600 students. January 2025: 700 students.</p> <p>Retention 85% continue their study from year to year.</p> <p>Diversity No single nationality will represent more than 2/3 per class.</p>	<p>Partnerships All programs feature at least one guest lecture per cohort, or one company visit per program per semester.</p> <p>The advisory board meets September and January to review curriculum and program development.</p> <p>The percentage of graduates of the British programmes in relevant occupation or further education two years after graduation is max. 15 % lower than those who have graduated in the UK from the same programs.</p>	<p>Satisfaction The last quarterly job satisfaction evaluation of the academic year is green.</p> <p>Competences and collaboration Faculty profiles are in compliance with DMU requirements.</p> <p>At least two faculty members engaged in knowledge sharing with DMU per semester.</p> <p>1/3 of all faculty have gone through our local competence development program created by Dorte Ågård and the Learning Hub.</p>	<p>Scalable organization Scalable organization through standardized procedures that are universally applied and digitized where possible.</p> <p>The quality of student induction is maintained and ensures that students are prepared for their studies.</p> <p>Staff on- and reboarding is continuously reviewed to ensure the best outcomes for staff and students.</p> <p>Analysis of the student journey to review:</p> <ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Well-being</li> <li>• Employability in a European context</li> </ul>



# KPIs - Niels Brock International

	WORLD CLASS EDUCATION	PROVIDING ATTRACTIVE EDUCATION	INNOVATIVE AND CONTEMPORARY BUSINESS ORIENTED PROGRAMS	STIMULATING WORK ENVIRONMENT	SMART AND MORE SUSTAINABLE OPERATIONS
<p>ACTION PLAN KPI 2024-2025</p>	<p>First Class Honors Indicator Module marks. To be evaluated after level 4 and each semester from level 5.</p> <p>Graduation rate indicator Retention rate to be evaluated after level 4 and level 5.</p> <p>Action plans Set up system for overview for both indicators above (see "smart and more sustainable operations").</p> <p>Well-being Analyze and act upon the student well-being surveys that are run two times a year.</p> <p>The Student Support Unit will maintain their role as "warm hands".</p> <p>Get students engaged in the different clubs to secure students to participate in non-curricular activities.</p> <p>Student satisfaction Redefine DMU Module Evaluation to fewer questions and questions aimed at learning outcome and faculty relationship. Questions should be taken from the National Student Survey (NSS).</p>	<p>Diversity Collaborate with agents from more different countries.</p> <p>Indicator 2024/25 Get two agents from relevant countries in Africa and work with current agents in Turkey to get more Turkish students.</p> <p>More to come from the admissions officer (Mathew) and Christina.</p> <p>Define a concept for using our progression agreement with DMU to get students that e.g. take one or two years in Denmark and finish in the UK.</p>	<p>Advisory boards Action plan: membership of all boards to be reviewed by August 2024 (process started) and meetings to be scheduled. Terms of reference to be reviewed for all boards.</p> <p>Relevant occupation Establish alumni for all programs - active from the start.</p> <p>Think alumni as a natural successor of on-site clubs (business club, computer club etc.). SSU to define a "keep in contact" strategy.</p> <p>Define strategies for helping students getting student jobs or paid internships in relevant areas.</p> <p>For Computer Science Define a project with an external partner securing the 80 % job offers in 2027 (2026 for the September 2023 cohort).</p> <p>Indicators By the end of the spring semester 2025, 60 % of the September 23 cohort and 40 % of the January 2024 cohort has a relevant and paid student job.</p> <p>DMU alumni - in induction.</p>	<p>Certificate of pedagogy First cohort finishes September 2024. Next cohort to start in fall 2024. Transition from Dorte Ågård to PCO.</p> <p>Knowledge sharing Continue to plan visits to and from DMU.</p> <p>Continue to have module leaders have close relations to counter parts at DMU.</p> <p>Develop a plan for competence development at the MBA (DMU) in collaboration with the industry.</p> <p>Compliance with DMU Continue to hire high quality teachers, and maintain to be attractive to them by having a good workplace, world class education and good students.</p>	<p>Action plan</p> <ul style="list-style-type: none"> <li>Automate as many parts of the absence procedure as possible (work in progress)</li> <li>Review the current enrollment system. Find and implement a system where especially the backend lives up to our demands</li> <li>Evaluate the SMS system and define a plan for the future</li> <li>Set up system for overview of marks to support the First Class Honours KPI and the graduation KPI</li> </ul> <p>Review on- and reboarding continuously through surveys (after each onboarding) and other feedback from new staff. Secure the pedagogical elements through the PCO.</p> <p>Critically review the current induction concept securing that students are not bombarded with relevant information that they tend not to remember after the induction.</p> <p>Define a plan to describe and analyze each student's touchpoint in the student journey from first point of contact to two years after graduation.</p> <p>Student journey: Recruitment: The admissions officer will critically review the current recruitment plan (including the agent concept, agent follow up etc.) and in collaboration with the Niels Brock Digital, critically review the homepage.</p>



## Joint administration

The Joint Administration performs tasks for the entire Niels Brock by making tools and expertise available to the departments. The Central Administration ensures a range of operational services and contact with the authorities and is responsible for legality, strategy, knowledge sharing and common systems and infrastructure.

Fact and data-based management requires access to facts and data. Therefore, we continue to work on automating data retrieval and providing valid management information faster.

IT works continuously to ensure high operational stability, security and availability of relevant school-related IT systems.

Departments in the shared administration

- Facility management, purchasing, canteen, construction, civil engineering and building operation tasks throughout Niels Brock
- Study administration, SU guidance, study statistics
- Shared HR - personnel administration, payroll, work environment and crisis support
- Financial management - budget, accounting, controlling, including financial systems
- Executive secretariat, serving the board of directors, executive management, general law and joint projects
- Digitalization, IT and Communication





## KPIs - Green transition and sustainability

	ENVIRONMENTAL DATA - MILJØDATA	SOCIAL DATA - SOCIAL DATA	GOVERNANCE DATA - MANAGEMENT DATA
KPI 2027	<p><b>CO2 load</b> The school's carbon footprint has been reduced by at least 35% compared to 2016.</p> <p>Reduce the school's carbon footprint related to study trips and travel in general by at least 35% by 2023.</p> <p>All suppliers to Niels Brock must document that they purchase green power.</p> <p><b>Energy</b> Electricity, heating and water consumption is maintained at 2024 levels measured per m3.</p> <p><b>Waste</b> All waste is sorted and the recycling rate increases to min. 35 %.</p> <p><b>Suppliers</b> All suppliers contribute to the school's ESG and scope 3 accounting.</p> <p><b>Purchasing</b> Not only preference for greener sourcing alternatives, but evidence that there is no greener alternative.</p> <p>All cleaning products are Nordic Swan Ecolabeled where possible. All tableware etc. is climate-friendly.</p>	<p><b>Sick leave</b> Reduced and the lowest among vocational schools.</p> <p><b>Unassisted dropout (students)</b> Max. 2 %.</p> <p><b>Accidents at work</b> None.</p> <p><b>Employee satisfaction</b> In the top 3 among business schools.</p> <p><b>Employee turnover</b> Among the lowest in the top 3 for business schools.</p> <p><b>Equality and diversity</b> Equal work means equal pay. 50/50 for students and employees.</p> <p><b>Employee schemes</b> Senior, child and flex job schemes.</p> <p><b>Student well-being</b> Top 3.</p> <p><b>Specialist support for students</b> SPS. Word and number blindness.</p>	<p><b>CSRD accounting</b> The school reports CSRD accounts as a C25 company and fulfills all reporting obligations, but with adapted double materiality analysis.</p>
KPI 2024-2025	<p><b>CO2 load</b> The school's carbon footprint has been reduced by at least 30% compared to 2016.</p> <p>The school's carbon footprint related to study trips and travel in general must be reduced by at least 20% by 2023.</p> <p><b>Energy</b> Electricity, heating and water consumption is maintained at 2023 levels measured per m2 .</p> <p><b>Waste</b> All waste is sorted and the share of recycling increases to at least 25%.</p> <p><b>Transportation</b> It is being investigated whether Niels Brock can enter into a discount agreement for public transportation for employees.</p> <p><b>Suppliers</b> Help and set requirements for suppliers so that they are aware that Niels Brock will continuously require data from them for the school's ESG and scope 3-Accounting.</p> <p>Joint purchasing to reduce driving/transportation, e.g. at Lomax or Lyreco.</p> <p>Service in the canteen is climate-friendly - using as few resources as possible.</p> <p>At social events with food hosted by Niels Brock, suppliers must comply with the Danish Veterinary and Food Administration's silver label for organic food.</p>	<p><b>Sick leave</b> Below average among business schools.</p> <p><b>Unassisted dropout (students)</b> Max. 4 %.</p> <p><b>Accidents at work</b> None.</p> <p><b>Employee satisfaction</b> Consistent measurement to enable benchmarking with the other big schools (the 5).</p> <p><b>Employee turnover</b> Below the national average for business schools.</p> <p><b>Employee schemes</b> Child and senior scheme, the number of employees making use of these schemes is integrated as part of the ESG metrics. An investigation is carried out into whether Niels Brock meets the target for flex jobs.</p> <p><b>Gender equality</b> Document that the same job pays the same salary regardless of gender at Niels Brock, broken down by job category. Work for better diversity in management.</p> <p><b>Student well-being</b> At least as good as the national average.</p> <p><b>Support for students</b> The number of students receiving special support is integrated into ESG metrics (SPS, word and number blindness).</p>	<p><b>ESG accounting</b> The school reports full carbon accounting (all scopes).</p> <p>Map the new ESG and climate-related risks and structures, list data sources that enable Niels Brock to meet the new reporting obligations, which place high demands on data and thereby continuously increase the quality of our carbon footprint.</p> <p>The school continues to strengthen the work of the central sustainability committee, which aims to set the direction so that Niels Brock can be stronger in a market where sustainability is becoming an increasingly important competitive parameter.</p>



## KPIs - Facility management

	BUILDING STOCK, SECURITY AND INTERIOR DESIGN	WORLD-CLASS SERVICE	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE
KPI 2027	<p><b>Building stock</b> All buildings must either be climate-proofed or have a climate-proofing plan in place.</p> <p><b>Safety and security</b> Emergency plans are mastered by staff and students - school officials can competently instruct them, and Niels Brock is "best in class" when it comes to building evacuation.</p> <p>All applicable building safety standards are complied with.</p> <p><b>Interior design</b> At least 90% of students and staff are satisfied with the layout and believe it is fit for purpose.</p>	<p><b>Real estate services</b> 95% of employees say (in the MTU) that the school guards are helpful and service-minded and take responsibility for keeping the buildings neat and tidy - inside and out.</p> <p>At least 97% of SLA deadlines are met.</p> <p><b>Cleaning and maintenance</b> 95% of employees and students express that cleaning is satisfactory.</p> <p>Service brokers rate cleaning at the school at min. 5 on a scale from 1 to 6.</p> <p>All cleaning products are Nordic Swan Ecolabeled.</p>	<p>All employee satisfaction surveys for the school year are green.</p>
KPI 2024-2025	<p><b>Building stock</b> All buildings are reviewed to identify where climate protection is needed.</p> <p><b>Safety and security</b> All employees and students review emergency plans annually.</p> <p>Fire drills are conducted at least twice a year, and employees are familiar with all elements of the emergency plans. Exercises are observed in order to make improvements for the next exercise.</p> <p>All buildings are reviewed every two years (odd years) to ensure all safety requirements are met, and if there are new requirements, compliance plans are drawn up.</p> <p><b>Interior design</b> At least 80% of students are satisfied with the physical work environment.</p>	<p><b>Real estate services</b> Employees express that the school guards are helpful and service-minded and that they take responsibility for keeping the buildings neat and tidy - inside and out (handheld process - qualitative interviews).</p> <p>In collaboration with IT, TOPdesk will be evaluated to see if the system meets the needs of both the people reporting errors and the need for easy follow-up.</p> <p><b>Cleaning and maintenance</b> Service brokers rate cleaning at the school at min. 4.5 on a scale from 1 to 6.</p> <p>All cleaning products for daily cleaning are Nordic Swan Ecolabeled.</p> <p><b>Tenders</b> Tendering for the following tasks: painting, window cleaning and carpet service.</p> <p>We are investigating whether we will join a dynamic purchasing system.</p>	<p>All employee satisfaction surveys for the school year are green.</p>
ACTION PLAN KPI 2024-2025	<p><b>Building stock</b> We will systematically review all school buildings to identify climate proofing and resilience needs. Actions include risk assessments for flooding and extreme weather, as well as developing and implementing action plans to improve the buildings' resilience to climate change.</p> <p><b>Safety and security</b> At least two annual fire drills will be held with systematic evaluation to identify and implement improvements for future drills. In addition, all buildings will be reviewed every two years to ensure that all safety requirements are met and any new requirements will be accommodated.</p> <p><b>Interior design</b> Facility management attends student council meetings and learning committee meetings to gain knowledge of what's going on.</p>	<p>Facility management attends two student council meetings and learning committee meetings per department to gain knowledge of what's going on.</p>	<p>The role and responsibility of school resource officers in relation to emergency response locations means new skills are needed - and time and resources are allocated to ensure that everyone is competent and comfortable with the tasks.</p>

# KPIs - Student Administration, Finance and HR

	WORLD-CLASS EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2027	<p><b>Satisfaction</b> The administrative staff support students, teachers and managers alike. Every six months, a satisfaction survey is conducted among those who have used the help of the administration, finance department, legal department or HR. 98% express satisfaction with the help received.</p>	<p><b>Well-being</b> MiniMTU - the score is 4.8 on the questions:</p> <ul style="list-style-type: none"> <li>Do you experience a strong trusting and professional relationship among your colleagues?</li> <li>Do you feel challenged and supported in the necessary development of your skills?</li> <li>Is it clear to you what is expected when performing a given task?</li> </ul> <p>Sickness absence at the school as a whole is lower than in the sector in general.</p> <p>The employee turnover rate at the school in general is lower than in the sector as a whole.</p> <p><b>Development</b> 100% of all new hires perceive the school's onboarding as professional and are satisfied with the outcome and relevance of the onboarding event.</p> <p>At least five administrative employees are trained in the use of AI.</p>	<p><b>Digitalization</b> All old evidence is scanned in.</p> <p><b>AI</b> All administrative tasks where time spent can be reduced by min. 50% using AI are identified and AI solution is implemented.</p> <p><b>Smarter institutional operations</b> For growth measured in FTEs, the growth in FTEs (e.g. students) in student administration must not increase by more than a factor of 0.5. If growth decreases, FTEs must decrease by a factor of 1.</p> <p><b>Focus on learning, well-being and education</b> All tasks where the pedagogical leaders can be relieved, partly through smoother workflows and partly by transferring relevant tasks to shared functions.</p> <p><b>Green transition and sustainability</b> Focus on healthy food alternatives and movement hosted by the school.</p>
KPI 2024-2025	<p><b>Satisfaction</b> The administrative staff support students, teachers and managers alike. Every six months, a satisfaction survey is conducted among those who have used the help of the administration, finance department, legal department or HR. 90% express satisfaction with the help received.</p>	<p><b>Well-being</b> MiniMTU - the score is 4.5 on the questions:</p> <ul style="list-style-type: none"> <li>Do you experience a strong trusting and professional relationship among your colleagues?</li> <li>Do you feel challenged and supported in the necessary development of your skills?</li> <li>Is it clear to you what is expected when performing a given task?</li> </ul> <p>Sickness absence at the school as a whole is lower than in the sector in general.</p> <p>The employee turnover rate at the school overall is lower than in the sector as a whole.</p> <p><b>Development</b> 95% of all new hires perceive the school's onboarding as professional and are satisfied with the outcome and relevance of the onboarding event.</p> <p>At least five administrative employees are trained in the use of AI.</p>	<p><b>Digitalization</b> 75% of our old certificates have been scanned in.</p> <p><b>AI</b> Three administrative tasks where time spent can be reduced by min. 50% using AI are identified and AI solution is implemented.</p> <p><b>Smarter institutional operations</b> For growth measured in FTEs, the growth in FTEs (e.g. office students) in the study administration must not increase by more than a factor of 0.5. If growth decreases, FTEs must decrease by a factor of 1.</p> <p><b>Focus on learning, well-being and education</b> Identification of min. three tasks where the pedagogical leaders can be relieved, partly through smoother workflows and partly by transferring relevant tasks to joint functions.</p> <p><b>Green transition and sustainability</b> Focus on healthy food alternatives and movement hosted by the school.</p>
ACTION PLAN KPI 2024-2025	<p>Short, friendly and clearly worded instructions and responses to inquiries. AI is used to shorten and simplify instructions and responses.</p> <p>Backup on all tasks.</p> <p>Work with the service experience, possibly in collaboration with Dacapo.</p> <p>Find solutions for signs etc. so that signs can easily be placed at entrances and receptions with up-to-date information.</p>	<p>Employees' needs for further training are identified on an ongoing basis and at performance reviews. Internal courses are offered as needed. Focus in 24/25 will be on the use of AI.</p> <p>Regular meetings are held for administrative staff across the departments. The focus of the meetings is knowledge sharing about both the use of systems and what is happening in the individual departments.</p> <p>Good stories are collected and at least one good story per department is presented at the knowledge sharing meetings every quarter.</p> <p>After completing onboarding events, two to three participants are selected for feedback on how to improve future events.</p>	<p>We systematically challenge each other across departments on whether procedures can be optimized and automated.</p> <p>At least once a year, significant and time-consuming processes are reviewed with the RPA team with a focus on automating where possible and beneficial.</p> <p>Continuously be in dialog with the pedagogical leaders regarding the possibility of relieving them.</p>







## Digitalization, IT and Communication

New technological possibilities are being developed at a rapid pace these days. What they all have in common is that they make familiar workflows and processes easier, smarter and faster.

That's why it's important that we embrace and understand how new technology and tools can be implemented across our organization - from offices to classrooms. Because our primary mission is to deliver world-class education, but also to be an exciting and attractive workplace with smarter operations.

We are committed to increasing usability, accessibility and support across our internal and external interfaces.

### DIGITAL FOCUS AREAS

#### Learning, well-being and education

Our primary focus is to ensure that our initiatives and actions contribute to improving student learning, well-being and education. This includes ensuring that students have access to supporting IT systems. To create the conditions for a better learning experience, digital noise continues to be removed. Classes are mobile-free and access to websites that mainly belong to leisure time is blocked.

Digital processes are optimized to create a better user experience for students, parents and employees.

#### AI in the organization

AI tools will eventually become a more integral part of teaching when appropriate. But our role as an educational institution dictates that learning can and should at times be a challenging process where the easy solution is not enough. That's why we create an overview of systems, platforms and opportunities that can be used in education. As a result, employees and students develop their skills and knowledge about AI.

#### Data

We use data to optimize and improve the digital infrastructure to best support students' learning processes. Among other things, data is used to provide supporting information to management so that they have a good basis for making informed decisions. We ensure that data is easily accessible and usable.

#### Communication

We launch a new website with increased focus on usability and accessibility. Internal and external communication will be strengthened with a focus on student learning, well-being and education, sustainable initiatives in the organization and local news, initiatives and events. We also ensure that guidelines for using and acting on social media are implemented throughout the organization.





# KPIs - Niels Brock Digital

	WORLD-CLASS EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p>Management information (target group: managers) Supports centrally and locally decided actions.</p> <p>Student learning (target audience: educators) Supports and explores existing and new systems for teaching.</p> <p>Support (target group: all employees) Support all employees with timely and competent support.</p>	<p>Employees experience a strong, trusting and professional relationship among colleagues (min. 4.5 in MTU).</p> <p>All mini employee satisfaction surveys in the school year are green.</p> <p>Niels Brock has a digital team that is updated on the latest technologies and is sought after as a sparring partner by the programs. (Questions are incorporated into the MTU).</p>	<p>Optimization of processes There are clear recommendations on how to work smartly with learning technologies at Niels Brock.</p> <p>Digital works on optimizing internal processes, e.g. by developing standards, templates and the like to facilitate workflows for teachers, administrative staff and/or students.</p> <p>The RPA team plays a central role in the optimization and implementation of (new) work processes at Niels Brock.</p> <p>Data The data generation process for the ESG report is digitally supported.</p>
KPI 2024-2025	<p>Management information Deliver data to support management in ensuring student learning and well-being in the best possible way and according to the educational management's requirements specification - also for the delivery/presentation of data. (Evaluation will be conducted among educational managers in June 2025).</p> <p>Student learning Provides an overview of the applications of systems that contribute to student learning (overview is produced).</p> <p>Support The team is professionally strong, service-minded and a competent partner. (Evaluation will be made among pedagogical leaders in June 2025).</p>	<p>All school year mini employee satisfaction surveys are green.</p> <p>Knowledge is built up about new systems (e.g. the Power platform) and new technologies (AI/machine learning) and phased in where it makes sense.</p> <p>All RPA team members have up-to-date knowledge of SQL databases.</p>	<p>Optimization of processes Learning Hub and the RPA team continue to uncover new opportunities for RPA support in the pedagogical part of Niels Brock (overview of proposals will be compiled in June 2025).</p> <p>The RPA team offers their assistance - and is happy to be involved early/participate actively in mapping major work processes and identifying optimization potentials.</p> <p>The Power platform (e.g. Power Automate) is used where this technology is suitable.</p> <p>The RPA team focuses on building knowledge about possible RPA processes at CBC to further optimize the administrative processes. (List of optimization opportunities).</p>

# KPIs - Niels Brock Digital

	WORLD-CLASS EDUCATION	EXCITING , AND ATTRACTIVE WORKPLACE	EVOLVING GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2024-2025	<p>Management information We provide data about:</p> <ul style="list-style-type: none"> <li>• 1:1 sparring on teachers' competence development in didactic use of MNB (75% must complete)</li> <li>• The onboarding progression for new teachers after three and seven months respectively (all new hires must go through)</li> <li>• Results of teaching evaluation in secondary education</li> <li>• Results of ETU/MiniETU and other statutory surveys and NB-decided quality measures</li> <li>• "Courses" and "Course descriptions" from Ludus via Power BI reports</li> <li>• Use of the digital platforms such as MNB feedback, MNB instruction form and Ludus</li> <li>• Grades, admissions and other digital insights and knowledge about students</li> <li>• Results from evaluations of initiatives related to "Focus on learning, well-being and education"</li> </ul> <p>Student learning We develop/implement:</p> <ul style="list-style-type: none"> <li>• Workshops on the school's digital tools according to needs and wishes</li> <li>• 1:1 sparring with individual trainers in MNB, Debugger and Ludus</li> <li>• Subject templates for MNB that support student learning through recognizability</li> <li>• Onboarding of new trainers in collaboration with departments</li> <li>• Selected initiatives for teachers in connection with "Focus on learning, well-being and education"</li> <li>• Development and maintenance of digitalniels-brock.dk with a user-friendly design and content in Danish and English</li> <li>• Workshops on using AI in education</li> </ul> <p>Support We offer:</p> <ul style="list-style-type: none"> <li>• Guidance and best practice in the use of administrative tools (e.g. Ludus, Power BI reports, Plandisc)</li> <li>• Support for e.g. MNB and Ludus</li> <li>• Mapping and optimization of major administrative workflows - with a strong focus on CBC, including automation using RPA and SDBF</li> <li>• Optimization of existing automated processes</li> <li>• Sparring on processes and workflows</li> <li>• An updated and intuitive digitalnielsbrock.dk</li> <li>• Updated guidelines for the use of AI in teaching and administration</li> <li>• Coordination of AI-related activities</li> </ul>	<p>Competence development for digital team.</p> <p>The team is updated with knowledge about systems, new extent possible. tools and new technologies, among other things via webinars and professional networks.</p>	<p>A close collaboration is built on the processes at CBC in order to systematize and auto-tools and new technologies, to the</p> <p>Workshops are held and working groups established to build knowledge about AI.</p> <p>In collaboration with the administration, work tasks are identified that are suitable for using AI.</p>



## KPIs - IT department

	WORLD-CLASS EDUCATION	EXCITING , AND ATTRACTIVE WORKPLACE	EVOLVING GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2027	<p>The student network is running smoothly - i.e. there are no complaints about the stability of the student network.</p> <p>All projectors are laser projectors and 98% of all classroom projector failures are resolved within one business day.</p>	<p>Well-being 98% of all new hires experience a solved where itonboarding that gave them the necessary knowledge to to be able to do their job.</p> <p>Development</p> <p>95% of employees answer "To a very high degree of MTU. or "To a high degree" to the question "I experience that I have the opportunity for competence development" in the MTU.</p>	<p>Focus on learning, well-being and education professionalAll IT workflows are optimized and is easiest and fastest.</p> <p>95% answer "Very much" or "Very much" to the question "The IT department delivers satisfactorily support" in the</p> <p>green transition and sustainability 100% recycling of used IT equipment.</p> <p>Print consumption Print reduction: max. 1,200 sheets per employee and 40 per student per year.</p>
KPI 2024-2025	<p>The causes of existing challenges with the student network are identified and resolved.</p> <p>90% of classroom projector failures are resolved within one business day.</p>	<p>Well-being All school year mini employee satisfaction surveys are asgreen. among</p> <p>95% of all new hires experience a professional onboarding that gave them the necessary knowledge IT equipment is not replaced systematically, but only when the need arises and in cases where repairs are required.</p> <p>85% of employees answer "To a very high degree" or "To a great extent" to the question "I find that I have the opportunity for competence development" in Mini-Print Reduction : max. 1,000 sheets per employee and MTUs.</p>	<p>Focus on learning, well-being and education Teachers and students experience school IT seamless (included in the qualitative evaluation students and a similar one among our teachers).</p> <p>for green transition and sustainability Developments are more expensive than replacements.</p> <p>Print consumption 40 per student per year.</p>
ACTION PLAN KPI 2024-2025	<p>IT visits two to three classes in each department every week to hear about the students' experience of the network and any other IT-related issues.</p> <p>As projectors are replaced, they are replaced by laser projectors.</p> <p>IT sets up screens in all teachers' rooms to provide an overview and status of upcoming events.</p>	<p>All IT employees are assigned their own</p> <p>toAI skills are being built up in IT so that the security application and development.</p>	<p>responsibilities Focus on learning, well-being and education Attendance in at least two teacher meetings two teacher meetings and student council meetings. per department, where visibility and easy access IT departmentmakes it easier to pick up on any issues.</p> <p>Green transition and sustainability Used IT equipment is recycled through our broker, and we repair equipment to a greater extent, and there is no systematic approach to replacing equipment. All equipment is used as long as it does not have quality consequences.</p>

## KPIs - Communication and Marketing

	PR, BRANDING AND IDENTITY	STUDENT GOALS	IV	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATION
KPI 2027	<p><b>Branding</b> Niels Brock maintains its position as a strong brand that is widely recognized for high quality education and for challenging the way we think about education.</p> <p><b>External communication</b> Our external communication is developed and quality assured based on a defined tone of voice and brand identity.</p> <p>Nielsbrock.dk appears as a homogeneous and user-friendly site with an intuitive customer journey.</p> <p><b>Internal communication</b> Internal communication reaches the recipients at My Niels Brock - and is read and understood. Everyone in the organization knows who is responsible for our channels and who communicates on them.</p>	<ul style="list-style-type: none"> <li>The EUX high school has six tracks (plus one EUD track)</li> <li>JBIA has seven tracks</li> <li>Green EUX has four tracks</li> <li>48 HHX tracks, with one first priority applicant</li> </ul>	Niels Brock Executive is one of Denmark's most attractive providers of MBA and board programs.	<p>Employees experience a strong, trusting and professional relationship among colleagues (min. 4.5 in MTU).</p> <p>Employees feel that they have a varied workday with a high degree of autonomy. All quarterly employee satisfaction surveys are green.</p>	<p>Focus on digital marketing, i.e. online marketing such as SEO and social media.</p> <p>If paper is used, it is always recycled paper.</p> <p>We communicate clearly about the environmental impact of our few brochures.</p> <p>We ensure that our web is hosted with green energy.</p>
KPI 2024-2025	<p><b>External communication</b> Nielsbrock.dk has a uniform content structure and a clear and user-friendly navigation. Tone of voice is targeted to the different target groups.</p> <p>Structured external communication of events/new initiatives and focus on learning.</p> <p>Social media guidelines are implemented throughout the organization and with social media teams.</p> <p><b>Internal communication</b> A workable and functional policy with clear guidelines for internal communication is developed to ensure that different audiences receive relevant information.</p>	<p><b>Open House</b> The number of visitors to HHX Open House is maintained at the same level as last year.</p> <p>Increase the number of visitors to EUX and JBIA by at least 10% compared to 2023/24.</p>	<p>MBA and board training</p> <ul style="list-style-type: none"> <li>30 MBA students</li> <li>100 board students (intake twice a year).</li> </ul>	<p><b>Development</b> The team stays up-to-date on new knowledge in communication and marketing.</p> <p><b>Well-being</b> All quarterly employee satisfaction metrics are green.</p>	<p>Focus on digital marketing and online marketing (SEO and social media).</p> <p>If paper is used, only recycled paper is used.</p> <p>Clear communication about the environmental impact of our few brochures.</p> <p>Our web is hosted with green energy.</p>

<p>ACTION PLAN KPI 2024-2025</p>	<p><b>Internal communication</b> Focus on learning is a core area and a separate communication plan for this is prepared and presented to the O-group so that the communication supports the development work.</p> <p><b>Homepage</b> Niels Brock's overall tone of voice is implemented in all external communication in writing, and a fixed procedure for handling changes on the website is prepared to maintain quality and an easy customer journey.</p> <p><b>SoMe</b> SoMe and communication strategies are developed for each high school, CBC, NB and major events.</p> <p>Social media training is offered to relevant target groups to ensure quality and upskilling.</p>	<p>We have a website that very clearly describes the profiles and characteristics of each department.</p> <p>We run targeted campaigns leading up to the Open House.</p> <p>We assist our SoMe committee in using social media to share their student stories at Niels Brock.</p>	<p>We run targeted, primarily digital, campaigns for the MBA and board education.</p> <p>The webinar format will be continued as this format shows good results, but it is continuously optimized based on participants' input.</p> <p>We assist with running the webinars.</p>	<p>Knowledge is built through courses and lectures on AI and digital tools that can be used in daily work.</p>	<p><b>Sustainable initiatives</b> A communication plan is created. This includes overall goals and local initiatives.</p> <p><b>Homepage</b> A fixed procedure for handling changes to the website is developed to maintain quality and an easy customer journey.</p> <p>We create a special website for companies that want JBIA apprentices.</p>
--------------------------------------	---	---	---	--	--



## The story of Niels Brock

Niels Brock's will of February 19, 1796:

*"For the beginning and a well-meant foundation stone for the building of a wholesale school or to rent rooms for it, where an honest education could be taught to wholesalers and other merchants' children and their parents (as is the case in England, Hamburg and elsewhere) the interest on the capital that becomes a fund is given 10,000 Rdl. Which capital is paid to the chairman and the 4 elders of the city's wholesalers, who on their every request and response ensure the same in the best and safest possible way exposed and the interest as formulated in the best intention used."*

Niels Brock has its roots in the merchant Niels Brock's business in 18th-century Copenhagen. Niels Brock traded mainly in agricultural goods in countries around the Baltic Sea and in the rest of Scandinavia. As a merchant, he was known and respected for his fair trading methods. He was keenly interested in the economic and political issues of the time, just as he was engaged in the living conditions of the general population.

Niels Brock's social commitment is reflected in the will he left behind. The merchant set aside funds for a number of social and charitable purposes. These included a school for young people with an interest in trade.

Niels Brock saw good school knowledge as the best defense against poverty, and he was convinced that good business acumen in international markets was a source of national prosperity.

Niels Brock's trading company and the modern Niels Brock have more in common than you might think - even though it is more than 200 years since the merchant Niels Brock died.

The driving force in the merchant's life was strong values, entrepreneurship and a belief in good business. Niels Brock wanted to make a difference in 18th-century Copenhagen with his business and his commitment. He understood the importance of education for the individual as well as society, and he had a distinctly international outlook.

Niels Brock's efforts in the industry organizations of the time and his interest in political life testify to great energy and a clear focus on what he could contribute to Denmark's business and social development.

And he knew how to run a business. At his death, he left behind a total fortune of around 900,000 rigsdaler, which was quite a considerable sum - the entire state revenue of the Kingdom of Denmark was around 4 million rigsdaler that year.





