Local Education Plan (LUP)

MDVP Composite Technology program at Techcollege,
Personal Growth & Leadership component (4 weeks)

2025-2026

Topic/Module 1: **Preparing for Denmark** (Module will be delivered during preliminary training week in South Africa, prior to students' departure to Denmark)	
	Duration: 3 Days Headlines: - Welcome to the Mulilo Danish Vocational Program, introduction to Denmark and Danish culture - Team building (exercises and sightseeing) - Individual assessment of students (One-to-one conversations)

Proficiency goals

- The student feels prepared for arrival in Denmark and has the necessary awareness of cultural differences and challenges that he/she may face.

- The student is able to express his/her hopes, fears and/or concerns that he/she may have ahead of departure

- The student becomes a part of a team that can and should work together to ensure the success of everyone involved in the program.

- The student can give a short presentation about him/herself, his/her background, and his/her aspirations regarding the program and their future.

- The student has a solid understanding of which job and further education opportunities the program can lead to.

Delivery

This module is delivered through the application of a mixture of lecture-based learning, experiential learning processes, and cooperative learning.

Lecture-based Learning:

- Providing the students with the knowledge and tools to succeed in Denmark - in everyday life as well as in the vocational training program.

- Providing the students with an overview of future possibilities regarding follow-up education and career opportunities that the MDVP can lead to.

Experiential Learning:

- Teaching the students how to 'tell a story' and give a presentation. The students will be tasked to do their own presentation in front of the whole group – followed by a reflection process on the performances, which aims to identify how we can improve as communicators. These experiences and reflections serve as the starting point for the subsequent 'Communication and Presentation' Topic/Module (2).

Cooperative Learning:

- In small groups, the students will be tasked to reflect on a number of questions relating to cultural differences and challenges, and how to succeed as a team. These reflections and perspectives will be shared in an open forum classroom discussion, in order to encourage all students to participate, speak their mind and share ideas.

Topic/Module 2:
Communication and Presentation Skills
(Module will be delivered with 1 day during preliminary training week in South Africa, prior to students' departure to Denmark, and 3 days alongside and during the Composite Technology vocational component in Denmark, as single- or double-day sessions)

	Duration: 4 days
	Headlines:
	- Assertive Communication and assertiveness training
	- Tools for storytelling and rhetorical appeals
	- Using our voice to inspire and motivate
	- How to use PowerPoint to enhance communication
	- Targeted communication
	- Practice giving presentations

Proficiency goals

- The student has knowledge of assertive communication techniques.

- The student is able to apply assertiveness in group discussions, classroom discussions and in simulated professional settings and situations, e.g. in advisor-customer roleplay.

- The student obtains knowledge about tools for storytelling and building a narrative in order to purposefully inform and inspire listeners of different backgrounds and age groups.

- The student can build and structure a relevant, informative and orderly Power Point presentation that is tailored to aim at a specific target group.

- The student can prepare and deliver presentations, drawing on the knowledge acquired during the vocational training and with the appropriate use of voice and body language.

- The student has obtained experience with being 'on stage', giving presentations and reflecting on their own performance.

- The student can analyze the use of rhetorical appeals in different forms of communication and also apply it themselves in their own communication.

Focus

This module aims to teach the students applicable communication techniques and to give each student experience with being 'on stage', using their voice as a tool to inform and inspire.

- We will introduce and practice assertive communication techniques.

- We will train how to use assertiveness in both everyday life and in professional settings and situations.

- We will teach how to identify the use of rhetorical appeals and practice how to incorporate them in one's own communicative toolkit.

- We will teach how to use a wide range of tools in applications such as Power Point and Canva in order to make appealing and informative presentations on professional subjects.

Delivery

This module is delivered through the application of a mixture of lecture-based learning, experiential learning processes, and cooperative learning.

Lecture-based Learning:

- Giving the student an introduction to assertiveness and rhetorical appeals.

- Providing an in-depth demonstration of how to use a range of features in Power Point and Canva to make appealing presentations that are 'on message', to the point, and can help to grab the attention of the audience.

Experiential Learning:

- Showing the student how to perform assertiveness and incorporate rhetorical appeals into their own communication and presentations.

- The student will be tasked with using digital applications to outline, design and give a presentation about themselves.

- The student trains how to use his/her voice as a tool to grab attention, deliver a message and to inspire and motivate.

- During the course the students will create and deliver multiple presentations, both individually and as part of a group.

- The students will be tasked to record themselves while they give a presentation and afterwards evaluate their own performance to identify components of their own style of presentation that they should strive to improve.

Cooperative Learning:

- Based on individual or group presentations the students participate in open forum evaluations of each other's performance, identifying what went well and which elements can be improved.

Topic/Module 3:
Personal and Professional Values
(Module will be delivered alongside and during the Composite Technology vocational component in Denmark, as single- or double-day sessions)

	Duration – 4 Days
	Headlines:
	- Practical ethics, worldviews and value systems.
	- Approaches to and reflections on personal growth
	- Training awareness of our own values and goals
	- Introduction to formation/self-cultivation ('dannelse')
	- What constitutes success? How do we create value? And how do we achieve it in accordance with our own ideals?

Proficiency goals

- The student has a basic understanding of ethical positions and approaches and their relation to certain worldviews and value systems.

- The student can participate in and contribute to discussions on ethical dilemmas in business situations.

- The student can describe and communicate his/her own values and professional goals.

- The student has knowledge of ideas of formation/self-cultivation ('dannelse'), and how to use these ideas for his/her own personal growth.

- The student knows how to convincingly think like a role model and act like a role model in accordance with their values and in order to inspire others.

Focus

This module provides an introduction to key ethical perspectives and explores their significance for various worldviews and value systems. Students will gain insight into how ethical approaches can inform and shape the understanding of moral choices and values for the individual as well as for society as a whole.

Additionally, it introduces students to a set of approaches to personal growth as well as facilitates a number of reflection processes that aim to teach each student awareness of their own values, goals and ideals both personally and professionally.

- We will introduce students to practical ethics and their relevance and applicability in both personal and professional contexts.

- The student will learn about ideas of formation / self-cultivation and how to integrate these ideas in his/her own life in order to achieve personal growth.

- The student will reflect on his/her own values, goals, and aspirations – as well as how to achieve these goals in accordance with said values.

Delivery

This module is delivered through the application of a mixture of lecture-based learning, experiential learning processes, and cooperative learning.

Lecture-based Learning:

- Giving the students an introduction to the tradition of formation / self-cultivation (from Danish 'dannelse').

- Teaching the students about positions and approaches in practical ethics and their relation to worldviews and value systems.

Experiential Learning:

- The students are tasked with individually writing an essay wherein they reflect upon their own personal and professional values; their goals and aspirations; what they believe constitutes success – both individually and as part of a larger whole; and, how these can possibly fit together and work in conjunction.

Cooperative Learning:

- Through classroom discussions on ethical dilemmas in business situations, the course aims to give each student a clear idea of how to initiate positive change and create actual value to their surroundings both personally and professionally that are in line with each students' own goals and system of belief.

Topic/Module 4:
Entrepreneurship
(Module will be delivered alongside and during the Composite Technology vocational component in Denmark, as single- or double-day sessions)

	Duration: 4 Days
	Headlines:
	    - How to plan and establish your own business, and what to consider in advance
	    - Understanding Customer Value Streams and building a sustainable Value Proposition as business foundation
	    - The essence of branding and Social Media brand communication
	    - Basic business administration and operational economics

Proficiency goals

- The student knows how to come up with a business proposal, including business name, core competences, value proposition, slogan, target group and reflections on brand consistency, supply/demand for proposed services/products, and more.

- The student is aware of and understands key principles within Service Design, including Customer Value Streams and establishment of a customer Value Proposition.

- The student understands and is able to apply basic Social Media tools for promoting and branding a business and his/her own profile as entrepreneur.

- The student has a basic understanding of operational business administration and economics.

- The student has experience with using Excel spreadsheets to build basic business accounts, register ongoing business transactions, and produce a status overview of the economic performance of business operations.

Focus

This module focuses on developing the student's knowledge of how to start up a small-scale business.

- The student will gain an understanding about key ideas behind business planning, establishment, and branding.

- The student will obtain a hands-on experience with creating a business proposal, using principles and tools from Service Design.

- The student will gain the tools for considering a branding strategy for his/her own business, including business identity and Social Media presence.

- The student will achieve a basic understanding of business administration and economics.

- The student will get experience with performing basic business accounting and business performance calculations in Microsoft Excel.

The module will include the following expert contributions from external (contracted) sources, in addition to the Techcollege PGL teacher/coach team:

- 1 Business Planning & Small-Business Establishment Expert will be contracted from the North Denmark EU Office / North Denmark Chamber of Commerce to contribute alongside the Techcollege team for 1 training day re. Business Planning and Individual/Small-Scale Business Establishment.
- 1 Service Design & Business Proposal Development Expert will be contracted from the Innovation Unit at University College North Denmark (Professionshøjskolen UCN) to contribute alongside the Techcollege team for 1 training day re. (case-based) Hands-On Business Proposal Development on the basis of applied Service Design tools and principles.

Delivery

This module is delivered through the application of a mixture of lecture-based learning, experiential learning processes, cooperative learning, and problem-based learning.

Lecture-based Learning:

- Students will be introduced to various concepts, tools, and computer templates for performing the included business idea development, business planning, branding, administration and accounting/economics work. Lectures will be interspersed with interventions based on the other three learning approaches and will include external expert inputs from the contracted experts (see 'Focus' above)

Experiential Learning:

- The students will practice applying all of the concepts, tools and templates introduced through Lecture-based learning to specific assignments, general or individually-chosen case situations, which may or may not include students' actual business creation ideas/dreams.

- The students will receive feedback and further development pathways inspiration from each other (peer-to-peer), Techcollege PGL coaches and the external, contracted experts.

Cooperative Learning:

- Through a 1-day combined lecture and workshop session delivered in collaboration with the North Denmark EU Office / North Denmark Chamber of Commerce, students will be working in pairs on creating a business plan and branding strategy for an imaginary start-up business idea, as chosen by each pair of students. All sessions of the module will include idea- and reflection-sharing time periods to facilitate peer-to-peer learning opportunities.

Problem-based Learning:

- Through a 1-day workshop session delivered in collaboration with the Innovation Unit at the University College of Northern Denmark, students will be presented with a semi-fixed but personally tweakable business establishment case, and students will guided through - and work with - Service Design tools and principles to establish a business proposal that reflects a set of identified customer Value Proposals, based on an analysis of Customer Value Streams concerning the business in question.

Topic/Module 5: **Reflective Learning Approach** (Module will be delivered with 1 day during preliminary training week in South Africa, prior to students' departure to Denmark, and 2 days alongside and during the Composite Technology vocational component in Denmark, as two single-day sessions or one double-day session)	
	Duration: 3 days Headlines: - What is the reflective learning approach? - What are the foundational values at Techcollege? - How to leverage the portfolio as part of the learning journey. - Awareness of our own strengths and weaknesses as learners. - How to use IT and digital tools to boost learning and enhance communication.

Proficiency goals

- The student is aware of the teaching culture and training methods in use at Techcollege.

- The student is familiar with the foundational values that the education environment at Techcollege is built open, e.g. trust, openness, curiosity, informality, and equality.

- The student understands how continuous portfolio assignments are integrated as part of the learning journey, and how we are going to work with a reflective learning approach.

- The student is ready to build his/her own portfolio comprised of notes and reflections on the various topics, theories, methods and skills, that he/she has learned during the vocational training.

- The student displays awareness about their own strengths and weaknesses in terms of their own learning capabilities, incl recognition of what he/she can do him/herself to ensure that he/she can comfortably follow the training program and apply his/her knowledge and skills in the future.

- The student attains the ability to use digital tools and applications such as Word, Excel, PowerPoint, Teams, Padlet, Canva and more. In part to boost his/her own learning, and in part as means for inspirational communication in professional contexts.

Focus

This module focuses on strengthening the student's ability to independently reflect on his/her own learning. This includes:

1) Articulating what he/she has learned and how it can be applied in various specific contexts,
2) Being aware of and open about mistakes made along the way, and conscious of how these mistakes were corrected in order to reach a solution, and
3) Reflecting on which approach can contribute to the greatest possible personal learning outcome in the future.

Additionally, it offers an overview of the teaching environment and learning culture at Techcollege, highlighting how it may differ from what the students are accustomed to, and it includes introductions to the various digital platforms that the students are expected to become familiar with during their training in Denmark.

Delivery

This module is delivered through the application of a mixture of lecture-based learning, experiential learning processes, and cooperative learning.

Lecture-based Learning:

The student is shown how to leverage a range of features and tools in various digital applications in order to seek information, share knowledge, and create appeal

- The student will be taught and guided in creating informative and inspiring presentations and similar materials.

- We will demonstrate how a range of digital platforms can be used to seek information, share knowledge and ideas, enhance communication, and more.

Experiential Learning:

Based on the vocational training, the student is tasked with developing a portfolio wherein they structure their notes and reflect on the many theories, skills and more that they have learned. This process aims to strengthen the student's analytical abilities and to develop a reflective and problem-solving mindset.

- The student will be introduced to portfolio as a method to approach and achieve reflective learning - and they will start to build their own portfolio, thereby becoming prepared to continually build upon that portfolio as a foundation for their learning journey during the entire training period in Denmark.

Cooperative Learning

In conjunction with the 'Communication and presentation' module, the student will be tasked with sharing the knowledge he/she has attained in the vocational training with other students across the two vocational tracks. Aside from developing communication skills, this forces the students to reflect on what they actually learned and with their own words find a way to share expertise, knowledge, and generated experience to 'outsiders'.

Topic/Module 6: **Final Personal Growth & Leadership Presentation** (Module will be delivered alongside and towards the end of the Composite Technology vocational component in Denmark, as a double-day session)	

	Duration: 2 Days
	Headlines:
	  - Being creators of our own story and growth - and inspiring others
	  - Preparing final presentations
	  - Delivering final presentations
	  - Reflections on the presentations, the PGL program component, and team insights

Proficiency Goals

- The student is able to independently combine elements from the previous modules (1-5) to structure and execute an oral presentation.

- The student is capable of delivering a presentation aimed at inspiring a like-minded target audience.

- The student is able to articulate personal reflections on their understanding of 'success,' the values they uphold, their goals for the future, and how they intend to work towards achieving success while adhering to their own values.

Focus

This module combines insights from the previous modules and forces the student to apply his/her knowledge and skills for a final presentation that showcases the student's reflections on his or her own personal growth and their visions for stepping up as role models and community leaders in the future.

Delivery

This module is delivered through the application of a mixture of experiential and cooperative learning processes.

Experiential Learning.

- The students will be tasked to prepare, design and give individual presentations that show their ability to combine learning from the previous modules 1-5.

Cooperative Learning

- After the presentations, the students participate in an open forum discussion and evaluation of the course, the presentations, and which/how insights gained during the course can help the students onwards to become leaders and role models.