

Assessment for the work placement assignments European Business Baccalaureate Diploma

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1. Assessment

The assessment contains the following elements:

1. Portfolio
 - Introduction assignment (either as a separate document or as part of the student's report)
 - At least one learning outcome of each learning area
 - Development of foreign language competence, if applicable
 - Development of soft skills
 - At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Working in Europe*
 - At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Living in Europe*
 - The assessment form with the self assessment and the assessment of the company
2. Criterion oriented interview based on the portfolio (process oriented)

2. Assessment form

Student's name

Group

Company name

Supervisor's name

Supervising teacher's name

Date

	Introductory assignment	-	+
	The student's report contains the most important information about the company:		
1	name of the company and legal form		
2	location: full address and contact details of work placement supervisor		
3	number of employees		
4	line of business and core business activities		
5	brief history		
6	organisational chart		
7	description of the department where the student worked		
8	sources used		

At least one learning outcome of each learning area

If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

	Working on the learning areas	Kind of learning outcome	Number of soft skills (1-10)	Self assessment			Assessment from the company		
				-	+	++	-	+	++
A	A Business Competence								
A1	Business Administration on the European Single Market								
A2	Economics on the European and International Market								
A3	Business-related Information Processing								
B	B Competence in International Business Fields								
B1	Global Marketing								
B2	European Community Law and International Business Law								
B3	Accounting including International Aspects								
B4	International Taxation Policies								
C	C European Competence								
C1	European Citizenship and European Context								
C2	Cross-Cultural Communication and Collaboration								

Fill in this table only if applicable (e.g. for a German student doing his / her work placement in Austria the foreign language aspect might not apply).
If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

D	Development of Foreign Language Competence	Kind of competence	Number of soft skills (1-10)	Self assessment			Assessment from the company		
				-	+	++	-	+	++
	First Foreign Language, applied during internship (B2), if applicable								
	listening								
	reading								
	spoken interaction								
	spoken production								
	writing								
	Second Foreign Language, applied during internship (B1), if applicable								
	listening								
	reading								
	spoken interaction								
	spoken production								
	writing								

If a specific item does not apply, simply leave it out and do not tick the assessment box.

Development of Soft skills			self assessment			Assessment from the company		
			-	+	++	-	+	++
1	Team work	He/she shows competence to actively participate as a member on a team, to understand the roles of the team members, to communicate within the team, and to collaborate in order to accomplish team tasks.						
2	Written and verbal professional communication	He/she shows competence to communicate adequately in both oral and written situations, to respect the rules of formal communication, and to design communication materials.						
3	Critical and creative problem-solving	He/she shows competence to identify problems and problematic situations, to generate problem solving strategies, to evaluate different alternatives, to implement a strategy and to evaluate individual processes and results.						
4	Planning and time management	He/she shows competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments, and to organize one's own time.						
5	Flexibility, Resilience, and Adaptability	He/she shows competence necessary to adapt to the ever changing work environment and to the linguistic, cultural and methodological differences in various European contexts.						
6	Thinking critically and analytically	He/she shows competence to assess a situation, to amass the necessary information, to find several perspectives, and to recognise key issues.						
7	Decision making	He/she shows competence to make individual decisions related to studying, working, and living in Europe.						
8	Responsibility, Work ethic, and Reliability	He/she shows competence to meet deadlines, to work punctually, and to comprehend and demonstrate ethical conduct in the workplace.						
9	Literacy and numeracy	He/she shows competence necessary to understand and create written documents and the capacity for quantitative thought related to studying, working, and living in Europe.						
10	Personal development and reflective practice	He/she shows competence to reflect on one's own strengths and weaknesses, to develop one's own plans, to reflect on one's own actions and their impacts in order to foster lifelong learning.						

At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Working in Europe* have to be promoted.

W	Achievement of the profile of an EBBD-graduate within the area <i>Working in Europe</i>	promoted by kind of learning outcome	not applicable
W1	He/she searches for adequate working opportunities on the European labour market applies for suitable jobs and works successfully in an internationally oriented company e.g. researches in job databases or writes an online-application and manages assessments in a foreign language. (In particular, soft skills for written and verbal professional communication, flexibility, resilience and adaptability are applied.)		
W2	He/she reflects his/her own strengths and weaknesses regarding the requirements of the European labour market, derives development potentials and finds suitable measures for his/her professional development e.g. compares own profile with job descriptions and chooses adequate positions or defines own qualifications needs and looks for study and training programmes throughout the EU. (Personal development and reflective practice, flexibility, resilience and adaptability are relevant in this context.)		
W3	He/she contributes to intercultural working groups, communicates effectively in a foreign language and acts flexibly following different forms of work organisation, participates in standard meetings in a foreign language or works together with co-workers from other countries. (Team work and written and verbal professional communication, responsibility, work ethic and reliability are applied in this perspective.)		
W4	He/she is aware of his/her actions being culturally bound, derives consequences for working in an intercultural setting and executes awareness and respect in intercultural settings e. g. reflects on implicit rules of doing business or acts according to local roles and hierarchies. (Here, a graduate will apply soft skills regarding personal development and reflective practice.)		
W5	He/she explores procurement markets in Europe, researches suppliers and supports decisions within procurement marketing e.g. researches in databases for European companies or asks for offers and compares different offers. (Critical and creative problem solving and planning and time management, literacy and numeracy are relevant soft skills in this context.)		
W6	He/she coordinates resources and their constraints, factors of production and their financing in the European context e.g. organises logistic processes to transport goods within the EU or develops a financial plan for a business project. (Planning and time management, responsibility, work ethic and reliability are particularly important here.)		
W7	He/she acquires orders in the European context, derives implications for actions, analyses related information and develops presentations to support decisions e.g. researches potential market segments, analyses possible key customers. (Soft skills regarding critical and creative problem solving and planning and time management are applied in this context.)		
W8	He/she supports managerial as well as commercial accounting under consideration of national and international laws. He/she uses procedures adequate in the European context for preparing the data e.g. structuring information according to the positions of the balance sheet or documents internal information and analyses internal/external key figures. (Critical and creative problem solving, planning and time management, literacy and numeracy, responsibility, work ethic and reliability are especially important.)		
W9	He/she documents business concepts and analyses their risks and potentials on European markets e.g. for a start-up company or for		

	a new product. (Acquired soft skills regarding critical and creative problem solving and planning, time management, responsibility, work ethic and reliability are relevant in this context.)		
W10	He/she analyses aspects of the economical conditions of European countries and markets to derive potentials for corporate activity e.g. analyses market trends within a European country or compares the product/service to country-specific customer needs. Soft skills for critical problem solving and planning and time management are applied.		
W11	He/she analyses risks and potentials of economic developments in Europe and assesses the impact of international and European institutions, policies and regulations on economic activity e.g. analyses the impact of a new European certification standard or derives consequences from a European law act. (Critical and creative problem solving and planning and time management are particularly relevant.)		

At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Living in Europe* have to be promoted.

L	Achievement of the profile of an EBBD-graduate within the area <i>Living in Europe</i>	promoted by kind of learning outcome	not applicable
L1	He/she knows his/her own strengths and weaknesses in regard to social life in Europe and evaluates them against social requirements. He/she forms his/her own opinion regarding supranational/European topics e.g. reflects on personal experiences and derives a plan/an idea for his/her future living. (Especially soft skills regarding personal development and reflective practice are applied.)		
L2	He/she organises himself/herself in changing contexts, adapts his/her actions and sets his/her own goals and develops strategies to reach them and works together with peers e.g. has strategies to find relevant information and derives conclusions based on them or recognises the need to organise work in a group differently in order to stay within a given time limit. (Team work, critical and creative problem solving, planning, time management, flexibility, resilience and adaptability are relevant soft skills in this context.)		
L3	He/she is aware of his/her actions being culturally bound, applies different communication styles and adapts his/her behaviour in an intercultural setting and has ideas to cope with cross-cultural conflicts e.g. dealing with different understandings of friendship or different customs regarding male-female relationships. (Acquired soft skills regarding flexibility, resilience and adaptability are relevant.)		
L4	He/she communicates effectively in a foreign language and copes in everyday life in a European / international setting e. g. performing daily duties like shopping or communicating with peers. (Critical and creative problem solving, flexibility, resilience and adaptability are particularly important in this context.)		
L5	He/she is an informed European citizen who accesses, processes and evaluates knowledge relevant to Europe and the wider world, and acts upon it e. g. reads international news and understands impact on personal decisions or knows characteristics of different European countries and their consequences on living in these countries. (Soft skills regarding personal development and reflective practice are applied.)		
L6	He/she understands the structure and functions of European Institutions and articulates his/her interests and communicates them adequately e.g. researches an institution and the way to communicate with it or writes a comment/letter to the institution. (A graduate especially applies those soft skills acquired regarding written and verbal professional communication.)		

Criterion oriented interview		achieved	not achieved
Date			
Name assessor 1			
Name assessor 2 (optional)			

Some additional information

Examples for concrete learning outcomes related to the learning areas (A, B, C)

He/she orders goods on the basis of bid comparison in an independent and responsible way. (A1)

He/she writes offers to potential customers in an independent and responsible way. (A1)

He/she uses the computer for data acquisition in an independent and responsible way. (A3)

He/she develops a marketing plan using marketing instruments in an independent and responsible way. (A1, B1)

He/she arranges delivery of goods considering avoiding specific risks in an independent and responsible way. (A1, B1)

He/she explains rights and duties resulting from a purchase contract in an independent and responsible way. (A1, B2)

He/she calculates production and service costs and analyses profitability in an independent and responsible way. (A1, B3)

He/she writes invoices considering VAT in an independent and responsible way. (A1, B4)

He/she develops proposals for enhancing the competitiveness of the company within the European Single Market in an independent and responsible way. (C1)

He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way. (C2)

Descriptions for competences in the first and second foreign language →

Measuring the achievement of foreign language competence is based on the Common European Framework of Reference for Languages - CEFR.

D1	First Foreign Language			
	Description of level B2 according to CEFR:			
Understanding		Speaking		
Listening	Reading	Spoken interaction	Spoken production	
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.				

Source (and further information): <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

D2	Second Foreign Language			
	Description of level B1 according to CEFR:			
Understanding		Speaking		
Listening	Reading	Spoken interaction	Spoken production	
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Source (and further information): <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

Assessment for the work placement assignments European Business Bacculaureate Diploma

Demo version

2. Assessment

The assessment contains the following elements:

3. Portfolio
 - Introduction assignment (either as a separate document or as part of the student's report)
 - At least one learning outcome of each learning area (A, B, C)
 - Development of foreign language competence (D), if applicable
 - Development of soft skills
 - At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Working in Europe*
 - At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Living in Europe*
 - The assessment form with the self assessment and the assessment of the company
4. Criterion oriented interview based on the portfolio (process oriented)

3. Assessment form

Student's name	xxx	Group	xxx
Company name	xxx	Supervisor's name	xxx
Supervising teacher's name	xxx	Date	xxx

	Introductory assignment	-	+
	The student's report contains the most important information about the company:		
1	name of the company and legal form		x
2	location: full address and contact details of work placement supervisor		x
3	number of employees		x
4	line of business and core business activities		x
5	brief history	x	
6	organisational chart	x	
7	description of the department where the student worked		x

8	sources used		x
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At least one learning outcome of each learning area (A, B, C)

If a specific item does not apply, simply leave it out and do not fill in the particular boxes. **For this demo version every box is filled in.**

	Working on the learning areas	Kind of learning outcome	Number of soft skills (1-10)	Self assessment			Assessment from the company		
				-	+	++	-	+	++
A	A Business Competence								
A1	Business Administration on the European Single Market	He/she orders goods on the basis of bid comparison in an independent and responsible way.	2, 4		x			x	
A2	Economics on the European and International Market	He/she analyses economic, ecological and ethical consequences of globalization for the internship company in an independent and responsible way.	3		x			x	
A3	Business-related Information Processing	He/she uses the computer for data acquisition in an independent and responsible way.	3		x			x	
B	B Competence in International Business Fields								
B1	Global Marketing	He/she develops a marketing plan for the European Single Market using marketing instruments in an independent and responsible way.	2		x		x		
B2	European Community Law and International Business Law	He/she explains rights and duties resulting from a purchase contract between the internship company and a party from abroad in an independent and responsible way.	2		x			x	
B3	Accounting including International Aspects	He/she prepares annual financial statements according to IFRS (current version) in an independent and responsible way.	2, 3		x			x	
B4	International Taxation Policies	He/she writes invoices considering EU-rules regarding intra-Community supply in an independent and responsible way.	2, 3		x				x

C	C European Competence								
C1	European Citizenship and European Context	He/she develops proposals for enhancing the competitiveness of the company within the European Single Market in an independent and responsible way.	2, 3		x			x	
C2	Cross-Cultural Communication and Collaboration	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	1, 2, 8, 10		x			x	

Fill in this table only if applicable (e.g. for a German student doing his / her work placement in Austria the foreign language aspect might not apply).
If a specific item does not apply, simply leave it out and do not fill in the particular boxes. **For this demo version every box is filled in.**

D	Development of Foreign Language Competence	Kind of competence	Number of soft skills (1-10)	Self assessment			Assessment from the company		
				-	+	++	-	+	++
	First Foreign Language, applied during internship (B2), if applicable								
	listening	He/she can understand business-related discussions.	2		x			x	
	reading	He/she can read business correspondence and contracts.	2		x			x	
	spoken interaction	He/she can interact with native speakers regarding business matters.	1, 2, 5, 8	x				x	
	spoken production	He/she can present business-related descriptions and viewpoints.	1, 2, 8		x			x	
	writing	He/she can write business-related texts.	2, 3, 4		x			x	
	Second Foreign Language, applied during internship (B1), if applicable							x	
	listening	He/she can understand business-related discussions.	2		x			x	
	reading	He/she can read business correspondence and contracts.	2		x			x	
	spoken interaction	He/she can interact with native speakers regarding business matters.	1, 2, 5, 8		x			x	
	spoken production	He/she can present business-related descriptions and viewpoints.	1, 2, 8	x				x	
	writing	He/she can write business-related texts.	2, 3, 4		x			x	

If a specific item does not apply, simply leave it out and do not tick the assessment box. **For this demo version every box is filled in.**

Development of Soft skills			self assessment			Assessment from the company		
			-	+	++	-	+	++
1	Team work	He/she shows competence to actively participate as a member on a team, to understand the roles of the team members, to communicate within the team, and to collaborate in order to accomplish team tasks.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
2	Written and verbal professional communication	He/she shows competence to communicate adequately in both oral and written situations, to respect the rules of formal communication, and to design communication materials.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
3	Critical and creative problem-solving	He/she shows competence to identify problems and problematic situations, to generate problem solving strategies, to evaluate different alternatives, to implement a strategy and to evaluate individual processes and results.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
4	Planning and time management	He/she shows competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments, and to organize one's own time.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
5	Flexibility, Resilience, and Adaptability	He/she shows competence necessary to adapt to the ever changing work environment and to the linguistic, cultural and methodological differences in various European contexts.		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
6	Thinking critically and analytically	He/she shows competence to assess a situation, to amass the necessary information, to find several perspectives, and to recognise key issues.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
7	Decision making	He/she shows competence to make individual decisions related to studying, working, and living in Europe.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
8	Responsibility, Work ethic, and Reliability	He/she shows competence to meet deadlines, to work punctually, and to comprehend and demonstrate ethical conduct in the workplace.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
9	Literacy and numeracy	He/she shows competence necessary to understand and create written documents and the capacity for quantitative thought related to studying, working, and living in Europe.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
10	Personal development and reflective practice	He/she shows competence to reflect on one's own strengths and weaknesses, to develop one's own plans, to reflect on one's own actions and their impacts in order to foster lifelong learning.		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Working in Europe* have to be promoted. **For this demo version every box is filled in.**

W	Achievement of the profile of an EBBD-graduate within the area <i>Working in Europe</i>	promoted by kind of learning outcome	not applicable
W1	He/she searches for adequate working opportunities on the European labour market applies for suitable jobs and works successfully in an internationally oriented company e.g. researches in job databases or writes an online-application and manages assessments in a foreign language. (In particular, soft skills for written and verbal professional communication, flexibility, resilience and adaptability are applied.)	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	
W2	He/she reflects his/her own strengths and weaknesses regarding the requirements of the European labour market, derives development potentials and finds suitable measures for his/her professional development e.g. compares own profile with job descriptions and chooses adequate positions or defines own qualifications needs and looks for study and training programmes throughout the EU. (Personal development and reflective practice, flexibility, resilience and adaptability are relevant in this context.)	He/she uses the computer for data acquisition in an independent and responsible way.	
W3	He/she contributes to intercultural working groups, communicates effectively in a foreign language and acts flexibly following different forms of work organisation, participates in standard meetings in a foreign language or works together with co-workers from other countries. (Team work and written and verbal professional communication, responsibility, work ethic and reliability are applied in this perspective.)	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	
W4	He/she is aware of his/her actions being culturally bound, derives consequences for working in an intercultural setting and executes awareness and respect in intercultural settings e. g. reflects on implicit rules of doing business or acts according to local roles and hierarchies. (Here, a graduate will apply soft skills regarding personal development and reflective practice.)	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	
W5	He/she explores procurement markets in Europe, researches suppliers and supports decisions within procurement marketing e.g. researches in databases for European companies or asks for offers and compares different offers. (Critical and creative problem solving and planning and time management, literacy and numeracy are relevant soft skills in this context.)	He/she orders goods on the basis of bid comparison in an independent and responsible way.	
W6	He/she coordinates resources and their constraints, factors of production and their financing in the European context e.g. organises logistic processes to transport goods within the EU or develops a financial plan for a business project. (Planning and time management, responsibility, work ethic and reliability are particularly important here.)	He/she prepares annual financial statements according to IFRS (current	

		version) in an independent and responsible way.	
W7	He/she acquires orders in the European context, derives implications for actions, analyses related information and develops presentations to support decisions e.g. researches potential market segments, analyses possible key customers. (Soft skills regarding critical and creative problem solving and planning and time management are applied in this context.)	He/she explains rights and duties resulting from a purchase contract between the internship company and a party from abroad in an independent and responsible way.	
W8	He/she supports managerial as well as commercial accounting under consideration of national and international laws. He/she uses procedures adequate in the European context for preparing the data e.g. structuring information according to the positions of the balance sheet or documents internal information and analyses internal/external key figures. (Critical and creative problem solving, planning and time management, literacy and numeracy, responsibility, work ethic and reliability are especially important.)	He/she writes invoices considering EU-rules regarding intra-Community supply in an independent and responsible way.	
W9	He/she documents business concepts and analyses their risks and potentials on European markets e.g. for a start-up company or for a new product. (Acquired soft skills regarding critical and creative problem solving and planning, time management, responsibility, work ethic and reliability are relevant in this context.)	He/she develops a marketing plan for the European Single Market using marketing instruments in an independent and responsible way.	
W10	He/she analyses aspects of the economical conditions of European countries and markets to derive potentials for corporate activity e.g. analyses market trends within a European country or compares the product/service to country-specific customer needs. Soft skills for critical problem solving and planning and time management are applied.	He/she analyses economic, ecological and ethical consequences of globalization for the internship company in an independent and responsible way.	
W11	He/she analyses risks and potentials of economic developments in Europe and assesses the impact of international and European institutions, policies and regulations on economic activity e.g. analyses the impact of a new European certification standard or derives consequences from a European law act. (Critical and creative problem solving and planning and time management are particularly relevant.)	He/she develops proposals for enhancing the competitiveness of the company within the European Single Market in an independent and responsible way.	

At least two of the learning outcomes from the profile of an EBBD-graduate within the field of action *Living in Europe* have to be promoted. **For this demo version every box is filled in.**

L	Achievement of the profile of an EBBD-graduate within the area <i>Living in Europe</i>	promoted by kind of learning outcome	not applicable
L1	He/she knows his/her own strengths and weaknesses in regard to social life in Europe and evaluates them against social requirements. He/she forms his/her own opinion regarding supranational/European topics e.g. reflects on personal experiences and derives a plan/an idea for his/her future living. (Especially soft skills regarding personal development and reflective practice are applied.)	He/she develops proposals for enhancing the competitiveness of the company within the European Single Market in an independent and responsible way.	
L2	He/she organises himself/herself in changing contexts, adapts his/her actions and sets his/her own goals and develops strategies to reach them and works together with peers e.g. has strategies to find relevant information and derives conclusions based on them or recognises the need to organise work in a group differently in order to stay within a given time limit. (Team work, critical and creative problem solving, planning, time management, flexibility, resilience and adaptability are relevant soft skills in this context.)	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	
L3	He/she is aware of his/her actions being culturally bound, applies different communication styles and adapts his/her behaviour in an intercultural setting and has ideas to cope with cross-cultural conflicts e.g. dealing with different understandings of friendship or different customs regarding male-female relationships. (Acquired soft skills regarding flexibility, resilience and adaptability are relevant.)	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	
L4	He/she communicates effectively in a foreign language and copes in everyday life in a European / international setting e. g. performing daily duties like shopping or communicating with peers. (Critical and creative problem solving, flexibility, resilience and adaptability are particularly important in this context.)	He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way.	
L5	He/she is an informed European citizen who accesses, processes and evaluates knowledge relevant to Europe and the wider world, and acts upon it e. g. reads international news and understands impact on personal decisions or knows characteristics of different European countries and their consequences on living in these countries. (Soft skills regarding personal development and reflective practice are applied.)	He/she develops proposals for enhancing the competitiveness of the company within the European Single Market in an independent and	

L6	He/she understands the structure and functions of European Institutions and articulates his/her interests and communicates them adequately e.g. researches an institution and the way to communicate with it or writes a comment/letter to the institution. (A graduate especially applies those soft skills acquired regarding written and verbal professional communication.)	responsible way. He/she uses the computer for data acquisition in an independent and responsible way.	
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Criterion oriented interview		achieved	not achieved
Date	xxx		
Name assessor 1	xxx	x	
Name assessor 2 (optional)	xxx	x	

Some additional information

Examples for concrete learning outcomes related to the learning areas (A, B, C)

He/she orders goods on the basis of bid comparison in an independent and responsible way. (A1)

He/she writes offers to potential customers in an independent and responsible way. (A1)

He/she uses the computer for data acquisition in an independent and responsible way. (A3)

He/she develops a marketing plan using marketing instruments in an independent and responsible way. (A1, B1)

He/she arranges delivery of goods considering avoiding specific risks in an independent and responsible way. (A1, B1)

He/she explains rights and duties resulting from a purchase contract in an independent and responsible way. (A1, B2)

He/she calculates production and service costs and analyses profitability in an independent and responsible way. (A1, B3)

He/she writes invoices considering VAT in an independent and responsible way. (A1, B4)

He/she develops proposals for enhancing the competitiveness of the company within the European Single Market in an independent and responsible way. (C1)

He/she cooperates with colleagues, customers and suppliers under consideration of cultural habits in an independent and responsible way. (C2)

Descriptions for competences in the first and second foreign language →

Measuring the achievement of foreign language competence is based on the Common European Framework of Reference for Languages - CEFR.

D1	First Foreign Language			
	Description of level B2 according to CEFR:			
Understanding		Speaking		
Listening	Reading	Spoken interaction	Spoken production	
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
				I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Source (and further information): <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

D2	Second Foreign Language			
	Description of level B1 according to CEFR:			
Understanding		Speaking		
Listening	Reading	Spoken interaction	Spoken production	
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	

Source (and further information): <https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>