

Practical Vocational Learning Agreement Abroad for EBBD-Students

1. educational institution	
name	
address	
represented by	
mentor	
contact details	
2. intern = student of a.m. educational institution	
name	
address	
date of birth	
gender	
nationality	
contact details	
3. company (enterprise, organisation, institution)	
name	
address	
represented by	
mentor	
contact details	
4. details of work placement	
period of time	
working hours per day and week	
place, if deviating from 3.	
department, business area	
tasks of the intern	
working language	

The sending educational institution (1.) undertakes to

- prepare the intern (2.) adequately for the work placement abroad
- oversee the student (2.) during the time of the work placement (by visits, telephone calls or other appropriate means)
- ensure an appropriate cooperation with the mentor of the receiving company (3.)

The intern (2.) undertakes to

- follow to the best of his/her ability, the instructions provided by the company (3.)
- pro-actively promote the achievement of learning outcomes and develop his/her competences according to the EBBD-standards
- create a report in accordance with EBBD-standards
- conduct a self-assessment in accordance with EBBD-standards
- inform his/her mentors from the educational institution (1.) as well as the company (3.) about important incidents (e.g. illness, problems...)

The receiving company (3.) undertakes to

- provide a safe and relevant training environment
- offer the opportunity to the intern (2.) to achieve the learning outcomes and competences according to EBBD-standards
- conduct an assessment of the intern (2.) in accordance with EBBD-standards
- provide a "Europass Mobility" document for the intern (2.) immediately after the end of the internship
- comply with the requirements of the EU as far as the work placement is funded by an EU mobility project
- ensure an appropriate cooperation with the mentor of the sending educational institution (1.)

The following learning outcomes and competences will be promoted according to EBBD-standards

(see explanations beginning next page):

learning area A	

on behalf of the educational institution (1)

date: _____

signature: _____

intern (2)

date: _____

signature: _____

on behalf of the company (3)

date: _____

signature: _____

Explanations

Learning outcomes and competences to be achieved

The education of students according to EBBD-standards includes imparting business, economic, foreign-language and Europe-related qualifications and competences. This is combined with a work placement in another European country in order to support experiences in mobility.

Thus, an EBBD-graduate is able to study, to work and to live within the European economic area.

Therefore, the aim of this work placement is that the student applies and develops his/her vocational and personal qualifications and competences within a business environment.

Consequently, during this work placement the achievement of the following learning outcomes and competences are to be promoted:

- appropriate aspects of vocational learning outcomes from the learning-areas according to EBBD-standards – at least learning outcome of each learning area (A, B, C)
- foreign language competences (D), if applicable
- appropriate aspects of personal competences as expression of soft skills according to EBBD-standards
- 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*

Learning-areas A, B, C for vocational learning outcomes according to EBBD-standards and foreign language competence

A - Business Competence

- **A1: Business Administration on the European Single Market**
 - Procurement
 - Goods & services
 - Marketing
 - Human Resources & Organisation
 - Accounting, Investment & Financing
- **A2: Economics on the European and International Market**
 - Economic Circuit + National Accounts
 - Pricing
 - Aims of Economic Policy
 - Economic Cycle
 - Globalisation
- **A3: Business-related Information Processing**
 - Internet
 - Presentation Programs
 - Text Programs and international business correspondence
 - Spreadsheet Programs
 - Information Security
- **A4: National Business Law**

B - Competence in International Business Fields

- **B1: Global Marketing**
 - Market Research on international markets
 - Marketing Mix on international markets
 - Transport on international markets (Incoterms)
 - Risks in International Trade (d/p, l/c)
- **B2: European Community Law and International Business Law**
 - European Community Law: structure, institutions, relationship
 - Contract Law in a European and international context
 - Product Liability in a European and international context
 - Competition Law in a European and international context
 - Employees' Rights / Freedom of Movement in a European and international context
- **B3: Accounting including International Aspects**
 - Financial (External) Accounting
 - Annual Financial Statements
 - Ratios for Analysing
 - Cost and Activity Accounting (Internal Accounting)
 - Controlling
- **B4: International Taxation Policies**
 - International Company Taxation
 - International Value Added Tax (VAT)

C - European Competence

- **C1: European Citizenship and European Context**
 - European Countries

- EU-Institutions and Structures
- **C2: Cross-Cultural Communication and Collaboration**
 - Culture
 - Cultural Differences

D1 and D2 - Foreign Language Competence

Soft skills as expression of personal competences according to EBBD-standards

- 1. Team work:** 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:** 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:** 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:** Competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments, and to organise one's own time.
- 5. Flexibility, Resilience, and Adaptability:** The competences 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:** Competence to assess a situation, to amass the necessary information, to find several perspectives, and to recognise key issues.
- 7. Decision making:** Competence to make individual decisions related to studying, working, and living in Europe.
- 8. Responsibility, Work ethic, and Reliability:** The competences to meet deadlines, to work punctually, and to comprehend and demonstrate ethical conduct in the workplace.
- 9. Literacy and numeracy:** The competences 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:** The competences 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.

Learning outcomes from the profile of an EBBD-graduate within the field of action *Working in Europe*

Students and adult learners

- 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.)

Learning outcomes from the profile of an EBBD-graduate within the field of action *Living in Europe*

Students and adult learners

- 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.)