

<p>Abstract Module 1:</p> <p>Countries information</p>	<ul style="list-style-type: none"> ▪ Managing initial contacts to business partners and conducting conversations within a foreign environment. ▪ Planning of target related business travels ▪ Behaving appropriately in multicultural pre-business contexts (rules of politeness, eating habits, dress codes and gifts). ▪ Considering the importance of the identification with the own region and being able to describe the region. 	
<p>LA 1:</p> <p>Talking about the countries</p>	<p>Assessment</p>	<p>Content of the portfolio</p>
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ select characteristics specific of their own region. ▪ document and present characteristics of their own region. ▪ greet superiors abroad in an appropriate way. ▪ talk to strangers in a foreign environment. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ select, document and present characteristics specific of his/her own region, flexible and according to the needs of the situation in the specific foreign country. ▪ greet superiors abroad in an appropriate way and to comment differences between countries. ▪ initiate talks to strangers in different environments, using ice-breakers and avoiding cultural traps. <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ select, document and present characteristics specific of his/her own region, according to pre-discussed standards and given material. ▪ greet superiors abroad in an appropriate way, recognizing the learned alternatives. ▪ remember basic rules for small-talk and apply them . 	<ul style="list-style-type: none"> ▪ Minutes of group-meetings for Sequence 1, 2 and 3: Planning of group work, responsibilities in the group, timeframe, etc. ▪ (Digital) presentation about the topic "This is characterising my home region:". ▪ Written conclusion about the importance of knowledge about the own region. ▪ Information-gathering-guide about the home region of the student. ▪ Report about reasons why a given communication fails and a written dialog about a successful introduction. ▪ List of phrases on how to greet people in a chosen country. ▪ Check-list for small talk in a specific country: do's and don'ts. ▪ Report on importance of small-talk in a specific country. ▪ Evaluation report by teacher about written and oral performance. ▪ Self-evaluation by student about competence progress.
<p>LA 2: Getting around in a foreign country</p>	<p>Assessment</p>	<p>Content of the portfolio</p>
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ find a range of hotels according to given criteria. ▪ book a hotel room politely on the telephone, in writing and face to face, reacting flexibly to varying situations. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ find and book a hotel room resp. organise a group transport in/to a foreign country, using different communication channels effectively and handling drawbacks and difficulties self-supporting ▪ select and present information on foreign public transport systems according to the needs. 	<ul style="list-style-type: none"> ▪ List of three hotel recommendations with ad- and disadvantages and presentation on flip-charts. ▪ Information-gathering-guide on finding a hotel in country Y. ▪ List of phrases for checking-in and leaving a hotel. ▪ Real e-mail to transport authority at destination. ▪ Recommendation regarding transport facilities. ▪ Folder with relevant information about the public transport.

<ul style="list-style-type: none"> find, document and present information on foreign transport systems. organise transport for a group of business people in a foreign country. 	<p>On a basic level the student is able to</p> <ul style="list-style-type: none"> find and book a hotel room resp. organise a group transport in/to a foreign country, using selected information channels according to a given case study. Present a foreign public transport system according to given criteria. 	<ul style="list-style-type: none"> Role play between a visitor and the hotel receptionist Telephone call between a representative of a transport authority at destination and student, trying to get the necessary information. Evaluation report by teacher about written and oral performance. Self-evaluation by student about competence progress.
<p>LA 3: Eating out</p>	<p>Assessment</p>	<p>Content of the portfolio</p>
<p>Students are able to</p> <ul style="list-style-type: none"> adapt to table manners of host country and to apply table manners of home country. identify dishes and inquire about the cuisine of the host country and to explain components of the menu and the local cuisine / meals of their home country. make light conversation, avoiding touchy subjects. adapt to different tipping-customs and to draw information on this issue in the host country. plan the particular activities necessary for organizing a business dinner. select the menu for a business dinner, recognizing needs and preferences of the foreign participants of the meeting. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> identify, apply and explain table manners, tipping customs and typical dishes of his/her home country and the host country without assistance and self-confident. Plan a business dinner recognizing needs and preferences of foreign guests. <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> Distinguish between the table manners, tipping customs and typical dishes of his/her home country and the host country applying the acquired knowledge with guidance. Provide a plan for conducting a business dinner, giving rough ideas about the consideration of the needs of foreign guests. 	<ul style="list-style-type: none"> Conclusion on findings: first impression lasts. Mind-map: menus, dishes, tips – a comparison with the home country. Two lists with comparison of host and home country about table manners before and after starting the meal. Exhibition with findings about host/home country. List of suitable restaurants for a business dinner in home country with criteria for selection. Schedule/ check-list with all activities and responsibilities for the preparation of a business dinner. Formal invitation for the companies guests. Oral presentation of group results. Evaluation report by teacher about written and oral performance. Self-evaluation by student about competence progress.
<p>LA 4: Adapting dress codes adequately</p>	<p>Assessment</p>	<p>Content of the portfolio</p>
<p>Students are able to</p> <ul style="list-style-type: none"> adjust their personal dress code to a formal event (business meeting or business dinner) in an international context. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> consider the relevant criteria about the importance of dress code in different EU countries. take the right decision about his/her personal dress for different formal events in EU countries. 	<ul style="list-style-type: none"> Summary of a text and of comments/findings. Country-guide about dress code for a formal event like a business meeting, clothes for a job interview, clothes at work with alternatives for different jobs. Evaluation report by teacher about written and oral performance. Self-evaluation by student about competence progress.

Kommentar [ad1]: Auch bei advanced level?

<ul style="list-style-type: none"> ▪ recognize the requirements of a potential employer regarding the dress code. ▪ identify dress code criteria which might influence the image of a prospective employee. ▪ choose suitable clothes in a local and international working environment. 	<p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ repeat pre-discussed criteria about the importance of dress code in different EU countries. ▪ make proposals about his/her personal dress for different formal events in selected EU countries. 	
LA 5: Presenting gifts	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ select a present depending on occasion, country and person. ▪ adapt to the standards of behaviour in situations in which presents are given / exchanged. ▪ reflect on the importance of presents / gifts. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ select gifts in different EU countries according to the standards, taking into consideration differences between private occasions and formal business events. ▪ apply the standards of behaviour in different EU countries while presenting the selected gifts. <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ report about customs regarding gifts in different EU countries, taking into consideration differences between private occasions and formal business events. ▪ apply the standards of behaviour for a sample EU country, while presenting the selected gifts. 	<ul style="list-style-type: none"> ▪ Comparison of findings about customs regarding gifts in home country and a chosen EU country. ▪ Role play situated in a target country, presenting a gift to a business partner. ▪ Guide about gifts for private occasions (suitable and unsuitable gifts). ▪ Evaluation report by teacher about written and oral performance. ▪ Self-evaluation by student about competence progress

Abstract Module 2: Managing cultural diversity	<ul style="list-style-type: none"> ▪ Recognising values ▪ Demonstrating sensitivity for different cultural values ▪ Communicating effectively within cross cultural situations ▪ Identifying stereotypes and distinguishing between attitudes and stereotypes ▪ Tolerating ambiguous situations ▪ Negotiating effectively in culturally ambiguous situations ▪ Utilising the potential of diversity in multicultural teams 	
LA 1: Culture and values I	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ define different aspects of culture and distinguish whether these are visible or not on first sight ▪ develop a sensitivity for different cultural values ▪ reflect on their own and other persons' cultural values ▪ describe different cultural values 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ distinguish between visible and hidden values of his/her own culture ▪ attribute behaviour to cultural values ▪ explain the importance of cultural values in his/her life in comparison with other persons <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ describe the main idea of the iceberg model ▪ perceive a connection between behaviour and values ▪ give examples about the importance of cultural values in his/her life 	<ul style="list-style-type: none"> ▪ Report (or a wallpaper, or a power point presentation) on the following topics: Culture, Value, Iceberg model ▪ Evaluation report by teacher about performance. ▪ Self-evaluation by student about competence progress.
LA 2: Culture and values II	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ reflect different cultural values on professional situations ▪ identify the origin of values ▪ reflect own cultural values 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ describe own and strange cultural values without evaluation ▪ apply values of different cultures on professional situations and identify their importance for effective business relations. <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ explain the difference between describing and evaluating own and strange values ▪ consider that different values affect effective business relations. 	<ul style="list-style-type: none"> ▪ Poster with findings about values in business life. ▪ Report about cultural orientations. ▪ Evaluation report by teacher about written and oral performance. ▪ Self-evaluation by student about competence progress.
LA 3: Intercultural communi-	Assessment	Content of the portfolio

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<p>Students are able to</p> <ul style="list-style-type: none"> ▪ examine language barriers which contribute to breakdowns in communication. ▪ demonstrate the anxieties and frustrations that may occur when communication happens under difficult circumstances. ▪ illustrate the impact of nonverbal communication when verbal communication is ineffective and/or restricted. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ report about the importance of foreign language abilities resp. nonverbal communication skills for effective communication ▪ apply nonverbal communication skills in a school based training situation <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ perceive a connection between foreign language abilities resp. nonverbal communication skills and effective communication ▪ apply basic nonverbal communication skills and describe nonverbal communication observed in school based training situations 	<ul style="list-style-type: none"> ▪ Evaluation report by teacher about oral performance. ▪ Self-evaluation by student about competence progress.
LA 4: Stereotypes	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ develop an awareness about common stereotypes in their own culture ▪ identify stereotypes of other people in other cultures ▪ distinguish between the differing values of a different culture and the stereotypes about this culture 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ differentiate and report about values and stereotypes regarding his/her own culture. ▪ describe stereotypes about other cultures and their negative impact for communication and relation-building – giving examples independently. <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ give examples of stereotypes regarding his/her own culture and repeat the difference to the concept of values. ▪ summarize pre-discussed well-known stereotypes about other cultures and their negative impact for communication and relation-building. 	<ul style="list-style-type: none"> ▪ Poster about common stereotypes of own (and / or chosen) nationality / culture. ▪ Report whether those stereotypes are appropriate / helpful or not. ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 5: Sensitivity training	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ bear the ambiguity of uncertain or unknown situations concerning different and differing cultural values. ▪ perceive the cultural differ- 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ adapt his/her own behaviour to perform a given role self-confident and independent ▪ report about the difficulty to practice unusual behaviour ▪ is able to incorporate different cultural values in decision making and problem solving 	<ul style="list-style-type: none"> ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

<p>ences in interpersonal communication and are able to react to non-verbal and verbal messages of people from different cultures in order to achieve a positive outcome</p> <ul style="list-style-type: none">▪ negotiate with people with different cultural values and to stand unexpected situations and to react to unexpected behaviour targeting a positive outcome.▪ incorporate different culture values in decision making and problem solving.▪ identify and handle different emotions and attitudes on emotions during the process of problem solving.▪ develop and utilize strategies for effective multicultural decision making and problem solving.▪ recognise and accept the positive potential of diversity in the problem solving process	<p>On a basic level the student is able to</p> <ul style="list-style-type: none">▪ adapt his/her own behaviour performing a given role with guidance▪ observe and describe behaviour performed during a role play▪ state the importance of incorporating different cultural values in decision making and problem solving	
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Abstract Module 3: Preparation for a job abroad	<ul style="list-style-type: none"> ▪ Defining preferences concerning a job ▪ Understanding the basics of the working culture and working conditions in the chosen country ▪ Accessing information on expected CV content and writing a 'culturally correct' CV ▪ Producing letters of introduction ▪ Using appropriate applications – written, electronic or verbal ones ▪ Recognising appropriate formalities (e.g. dress code) in job interviews ▪ Considering the importance of (non)verbal communication in job interviews 	
LA 1: Preparation and re-search	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ analyse and define customers' preferences concerning a job. ▪ search for information (possibly in a foreign language) regarding suitable job adverts based on customer's CV. ▪ select job vacancies matching the clients profile. ▪ take into account the basics of the working culture and working conditions in the chosen country in the selection process. ▪ select a job vacancy in a specific country founded on sound criteria. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ summarize all essential details about customers' preferences concerning a job abroad based on given material independently and even 'reading between the lines' ▪ report about the importance of working culture and working conditions in the chosen country in relation to the customers profile ▪ find alternative job vacancies in the chosen country according to the defined preferences of the customer <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ summarize basic information about customers' preferences concerning a job abroad based on given material with guidance ▪ rename elements of working culture and working conditions in the chosen country ▪ search for alternative job vacancies in the chosen country according to the defined preferences of the customer 	<ul style="list-style-type: none"> ▪ List / mind map / idea board, visualising the findings on client's situation and on his/her wishes regarding the future job ▪ Report about potential information sources, advert types and information channels. ▪ List of 10 suitable job adverts ▪ Country guide for the client and a list about the best three jobs for the client. ▪ Oral presentations to the client ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 2: Application	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ recognise why it is important to send a 'culturally correct' CV ▪ distinguish between a 'culturally correct CV' and the Euro Pass CV 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ distinguish between a 'culturally correct CV' and the Euro Pass CV independently ▪ formulate an Euro Pass CV and a covering letter according to the standards of different EU countries ▪ chose the correct type of application required in a cer- 	<ul style="list-style-type: none"> ▪ Group 1: Checklist about CV's in the EU countries and the Euro CV, to be incorporated in the country guide ▪ Group 2: Report on at least two countries about contents of cover letters, to be incorporated in the country guide ▪ Group 3: Chart about the format of applications in the EU, to be

<ul style="list-style-type: none"> ▪ explain the different requirements of CV's and covering letters in EU countries ▪ report on the importance of the different types of applications (written, electronic, oral) ▪ produce covering letters and Euro Pass CV 	<p>tain situation/for a certain country</p> <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ distinguish between a 'culturally correct CV' and the Euro Pass CV with guidance ▪ formulate an Euro Pass CV and a covering letter according to the standards of one EU country ▪ describe the different types of applications 	<p>incorporated in the country guide</p> <ul style="list-style-type: none"> ▪ Group presentations ▪ Euro Pass CV and cover letter addressed to one of the job opportunities of LA1 ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 3: Interview	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ identify important aspects an employer focuses on in job interviews ▪ recognise required formalities (e.g. dress code) in job interviews ▪ consider the importance of (non)verbal communication in a job interview ▪ identify different types of job interviews as well as their importance for the target country 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ recognise, prepare and apply the most important aspects (like formalities, (non-)verbal communication and relevant aspects about the country, the employer and the vacant job) during the course of a job-interview. <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ summarize the most important aspects (like formalities, (non-)verbal communication and relevant aspects about the country, the employer and the vacant job) for the preparation of a job-interview. 	<ul style="list-style-type: none"> ▪ Interview guidelines for the country guide ▪ Assessment of own individual performance criteria in job interviews: What are the strong/weak points of the individual regarding job interviews ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

Abstract Module 4: Business communication	<ul style="list-style-type: none"> ▪ Being aware and accepting cultural differences in business communication within the EU ▪ Establishing new business contacts by written correspondence ▪ Developing business contacts by oral communication and settings of business meetings ▪ Using the opportunity of international trade fairs for new business contacts by appropriate communication tools, behaviour and appearance 	
LA 1: Finding business partners	Assessment	Content of the portfolio
<p>Students are able</p> <ul style="list-style-type: none"> ▪ to find new business partners abroad by using different sources of information ▪ to identify different rules and styles of writing business letters within the EU ▪ to adapt these differences if the situation requires it 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ search for new business partners in EU countries, choosing and using different information sources independently ▪ identify different rules and styles of writing business letters within the EU and adapt these differences if the situation requires it ▪ write business letters up to the standards, including all necessary details <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ search for new business partners in EU countries, using given information sources ▪ distinguish different rules and styles of writing business letters within the EU ▪ write business letters mainly up to the standards 	<ul style="list-style-type: none"> ▪ Report on how to find a new business partner in the chosen EU country. ▪ Offer or advertising letter to a customer abroad. ▪ Table contrasting business letters in EU countries. ▪ Plan for the group presentation. ▪ Oral presentation about group findings related to different EU countries supported by visualisation. ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 2: Developing business relationships by negotiations	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ distinguish and realize the importance between different habits regarding business negotiations ▪ handle these habits sensibly in order to finalize negotiations successfully ▪ consider adequate verbal and nonverbal communication during business negotiations. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ search for and distinguish between different habits regarding business negotiations in EU countries independently and consider their importance for conducting a successful business meeting ▪ participate in simulated business negotiations compromising and adapting himself/herself to strange habits – targeting a successful negotiation. ▪ reflect his/her performance according to given criteria <p>On a basic level the student is able to</p>	<ul style="list-style-type: none"> ▪ Table about different rules of formal meetings ▪ Agenda and hints to avoid conflicts during meetings. ▪ Role cards for two parties, simulating negotiation about the pricing ▪ Role play (negotiations about the pricing of a product) ▪ Course of events for the organization of a business ceremony ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

	<ul style="list-style-type: none"> ▪ search for and distinguish between different habits regarding business negotiations in EU countries with guidance and recognize their importance for conducting a successful business meeting ▪ prepare the participation in a simulated business negotiation – targeting a successful negotiation ▪ reflect his/her performance according to given criteria 	
LA 3: Dealing with the media/press	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ realize differences in press releases within EU countries ▪ write an appropriate press release 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ write a press release according to the standards in a chosen EU country <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ report about the importance of a press release according to the standards of a EU country. 	<ul style="list-style-type: none"> ▪ Press release for home and target country. ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 4: Communication related to an international trade fair	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ find appropriate fairs to introduce the company and the product ▪ to gain information about these fairs by written business letters ▪ decide on useful communication material and merchandising products, considering the costs as well as the possibility to come in contact with visitors on a fair 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ write a formally correct enquiry to fair authorities in order to get all necessary information relevant for a decision about participating ▪ decide on useful communication material and merchandising products, considering the costs as well as the possibility to come in contact with visitors on a fair ▪ decide about the contents and an appropriate design for business cards and company-leaflets for the fair <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ write an enquiry to fair authorities in order to get information relevant for a decision about participating ▪ propose useful communication material and merchandising products with guidance. ▪ propose the contents and a design for business cards and company-leaflets 	<ul style="list-style-type: none"> ▪ Information sheet with three possible fairs and recommendations for a superior. ▪ Enquiry to fair authorities, keep in mind the rules of business letters. ▪ Business cards and leaflets as well as merchandising products to perform at the trade fair ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

<p>Abstract Module 5:</p> <p>International marketing decisions</p>	<ul style="list-style-type: none"> ▪ Deciding on information and quality of the data needed for the research ▪ Finding and selecting appropriate information about market structures, consumer behaviour, distribution channels and information on trade fairs in the target market ▪ Reading and analysing data and deciding on a market entry strategy and a distribution channel if the target market is appropriate to launch the product ▪ Finding information on questionnaire design and creating questionnaires ▪ Presenting the company at a trade fair, taking into account cultural diversities ▪ Doing a professional business presentation to superiors 	
<p>LA 1: Market entry strategies</p>	<p>Assessment</p>	<p>Content of the portfolio</p>
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ decide on which information is needed and the quality of the data needed for the research. ▪ find and select appropriate information about market structures, consumer behaviour as well as distribution channels in a chosen target market within the EU. ▪ read and analyse the data and – considering the differences in market structures inside the EU - come to a (team-) decision about the market entry strategy and a distribution channel if the target market is appropriate to launch the product. (Additionally: modification of the product for different target markets) ▪ identify which additional data is needed from primary research, utilize information on questionnaire design and create a questionnaire. ▪ make team-decisions based on the special features of the 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ create a detailed list of criteria about the components of a market entry strategy (like market structures, consumer behaviour, distribution channels) ▪ find appropriate data independently about foreign market characteristics, using his/her broad marketing knowledge and methodical research skills ▪ apply the relevant data in order to create a detailed market entry strategy for a specific product into a specific target market ▪ create a questionnaire for getting additional information about the target market ▪ present all findings self-confidently and in a professional way, answering additional questions self-supportingly <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ identify some relevant criteria about the components of a market entry strategy (like market structures, consumer behaviour, distribution channels) ▪ find some data about foreign market characteristics with guidance and support, applying his/her marketing knowledge and methodical research skills ▪ apply some of the relevant data in order to create the basics of a market entry strategy for a specific product into a specific target market ▪ make a proposal for a questionnaire in order to get additional information about the target market 	<ul style="list-style-type: none"> ▪ Mind-map about parts of a marketing plan ▪ Minutes of group-meeting about: planned team-activities, organisation of the team, responsibilities, timeframe, etc. ▪ Checklist about the information gathered and selected on the specific target market. ▪ Digital presentation for the board of directors using data processing methods. ▪ Questionnaire for getting information about the target market ▪ Presentation of questionnaires/parts of the questionnaires ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

<p>target market on modifying the product for different target markets and regarding appropriate distribution channels.</p> <ul style="list-style-type: none"> document and present elements of a market entry plan, including cultural diversities. 	<ul style="list-style-type: none"> present some of the basic findings 	
LA 2: Planning trade fair activities	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> decide about what information is needed and find/select appropriate information on consumers' habits/attitudes in the target market make decisions based on the special features of the target market like consumer behaviour, attitudes towards products and different approaches to communication strategies: <ul style="list-style-type: none"> a) product message, slogan, product demonstration and modification of the product and packaging for the different target markets. b) participation in the trade fair and the appearance of their company including cost calculation. document and present the results. 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> create a detailed list of components of a communication strategy for a trade fair plan the trade fair performance perfectly, keeping in mind all product related decisions (like product message, product demonstration, stand design etc.) as well as budget related topics underline the conclusion with relevant data <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> identify some relevant components of a communication strategy for a trade fair plan the trade fair performance of the company with guidance, keeping in mind some of the product related decisions (like product message, product demonstration, stand design e.g.) as well as budget related topics 	<ul style="list-style-type: none"> Criteria list about the components of a communication strategy. Minutes of group-meeting about: planned team-activities, organisation of the team, responsibilities, timeframe, etc. Report about which market characteristics have to be taken into consideration when deciding about product modification, size, packaging and promotion strategy List with appropriate trade fairs and proposal for a participation (with pros and cons). "To-do-List" including the necessary topics for the preparation of participation at a trade fair. Oral presentation to the "Board of Directors". Evaluation report by teacher about oral and written performance. Self-evaluation by student about competence progress.

Abstract Module 6: European business law	<ul style="list-style-type: none"> ▪ Finding information about European law ▪ Understanding the language of a law text ▪ Selecting relevant information from regulations/directives ▪ Rephrasing the contents of the regulations/directives into appropriate language for the specific target group ▪ Applying knowledge of regulations and directives to real life problems 	
LA 1: Working in another EU country	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ find information about European regulations, especially on the "Freedom of Movement of Workers" - regulation ▪ understand the language of a law text, selecting relevant information from the regulation ▪ rephrase the contents of the regulation into language appropriate for the target group ▪ design an appropriate layout for an internal guide ▪ apply their knowledge about the regulation to real life situations 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ find and understand the EU regulation about the 'Freedom of Movement of Workers', select the relevant data for solving the given case study and produce a guide rephrasing the contents into the language of the target group ▪ apply his/her knowledge about the regulation to real life problems (case study) <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ find the EU regulation about the 'Freedom of Movement of Workers', understand the contents with guidance, select some data for solving the given case study and produce a summary about the regulation ▪ consider his/her knowledge about the regulation while discussing real life problems (case study) 	<ul style="list-style-type: none"> ▪ Guide for employees containing important information on the regulation with appropriate design ▪ Answer to the client (e.g. a letter) with the help of the guide. ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 2: Consumer protection and product liability	Assessment	Content of the portfolio
<p>Students are able to</p> <ul style="list-style-type: none"> ▪ find information about European law, especially on the "product liability directive". ▪ understand the language of a law text, selecting relevant information from the regulation ▪ rephrase the contents of the directive into language appropriate for the target group ▪ to draft an appropriate struc- 	<p>On an advanced level the student is able to</p> <ul style="list-style-type: none"> ▪ find and understand the EU directive about product liability', select the relevant data for solving the given case study and produce a guide rephrasing the contents into the language of the target group ▪ apply his/her knowledge about the regulation to real life problems (report for the sales department) <p>On a basic level the student is able to</p> <ul style="list-style-type: none"> ▪ find the EU directive about product liability', understand the contents with guidance, select some data for solv- 	<ul style="list-style-type: none"> ▪ List of criteria for the evaluation of a report on product liability ▪ Report for the sales department on product liability ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

<p>ture for a report</p> <ul style="list-style-type: none">▪ apply their knowledge about the directive to real life situations	<p>ing the given case study and produce a summary about the regulation</p> <ul style="list-style-type: none">▪ consider his/her knowledge about the regulation while discussing real life problems (report for the sales department)	
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Abstract Module 7: International accounting standards	<ul style="list-style-type: none"> ▪ Explaining why cash management and especially cash flow planning is vitally important ▪ Being able to make cash flow statements ▪ Being able to make cash flow forecasts ▪ Being able to calculate different ratios 	
LA 1: The principles of IAS	Assessment	Content of the portfolio
Students are able to <ul style="list-style-type: none"> ▪ prepare and analyse an Operating Statement Forecast, Cash Flow Forecast and the Balance Sheet Forecast ▪ find sources of information related to IAS ▪ explain the principles of IAS 	On an advanced level the student is able to <ul style="list-style-type: none"> ▪ explain the relevance and principles of IAS, based on a given Operating Statement Forecast, Cash Flow Forecast and the Balance Sheet Forecast On a basic level the student is able to <ul style="list-style-type: none"> ▪ repeat the basics of IAS 	<ul style="list-style-type: none"> ▪ Summary about basics of IAS in the shape of a leaflet ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.
LA 2: Cash flow statements	Assessment	Content of the portfolio
Students are able to <ul style="list-style-type: none"> ▪ understand why cash management is vitally important ▪ prepare a cash flow statement and differentiate the direct and indirect method ▪ define the main terms (operating, investing and financing activities) ▪ explain benefits of cash flow information ▪ do a cash flow forecasts ▪ understand the importance of cash flow planning ▪ calculate different ratios 	On an advanced level the student is able to <ul style="list-style-type: none"> ▪ explain the importance of cash management and the benefits of cash flow information ▪ prepare a cash flow statement using the direct and indirect method ▪ realize a cash flow forecast using given data ▪ calculate relevant ratios On a basic level the student is able to <ul style="list-style-type: none"> ▪ repeat the pre-discussed issues about the importance of cash management ▪ prepare a cash flow statement using the direct and indirect method with guidance ▪ prepare a proposal of a cash flow forecast using given data ▪ calculate some of the relevant ratios 	<ul style="list-style-type: none"> ▪ Answers on given questions on CFS ▪ Financial statements for the given case study. ▪ Evaluation report by teacher about oral and written performance. ▪ Self-evaluation by student about competence progress.

Remarks:

- (1) The evaluation report by teacher about oral and written performance of students and the self-evaluation by the student himself/herself about the competence progress is mentioned as a product in the portfolio in every learning arrangement. This has to be specified by the teacher/trainer for every group of trainees. As an alternative, the two evaluation reports shall only be implemented at the end of a module.
- (2) All modules support some general competences (like communication skills, information research skills, presentation skills, social skills), which are not mentioned in the specific outlines of the modules (page 1 – 15). The evaluation report of the teacher should evaluate the performance of these skills. A proposal for assessment criteria is given below:

General Competences		
	On an advanced level, the student is able to	On a basic level, the student is able to
Verbal and written communication skills	communicate requests on the telephone in a realistic and fluent manner.	make himself/ herself understood on the telephone but with difficulties (self-corrections, hesitations, false starts, misunderstandings)
	produce written material e.g. lists, guides, letters, e-Mails, ... in authentic phrasing without mistakes; using appropriate business manner.	produce written material e.g. lists, guides, letters, e-Mails, ... with a tolerable ratio of mistakes; using not always business manner.
	use correct and appropriate language e.g. in role plays and communicate spontaneously and fluently with his/her partners.	speak freely but with difficulties e.g. in role plays (self-corrections, hesitations, false starts, misunderstandings)
	Use the language creatively and freely in presentations, role plays, board games and written work	Use the language in a restricted manner, sticking to simple phrases
Information research ability	draw information from various sources purposefully and efficiently	search for required information
	use the acquired information purposefully	use and apply the acquired information only with difficulties
Presentation skills	present results in an informative, skilled and appealing way according to evaluation sheet	present results in general but not always up to the standards of the evaluation sheet
	answer questions about his/ her topic	answer questions about his/her topics only roughly and beyond what has been said already
	create good contact with the audience	have only basic contact with the audience (e.g. at the beginning and end of the presentation)

General Competences		
	On an advanced level, the student is able to	On a basic level, the student is able to
Social skills	<p>work in a team, e.g.</p> <ul style="list-style-type: none"> ▪ listens to classmates ▪ accepts differing opinions and makes compromises if necessary ▪ accepts criticism ▪ motivates others ▪ shows initiative and helps other group members ▪ cares for the quality of the group work results 	<p>work mainly on his/ her own even in group work, e.g.</p> <ul style="list-style-type: none"> ▪ often does not listen ▪ insists mostly on his/ her own opinion ▪ defends himself/ herself immediately against any criticism ▪ seems unmotivated most of the time ▪ completes the tasks given but shows no initiative ▪ takes up a passive role in group work
Personal skills	<ul style="list-style-type: none"> ▪ work independently, solving arising questions self supporting ▪ follow instructions ▪ work to deadlines, keeping to agreements and organise work according to a realistic timeframe 	<p>work often with help and guidance</p> <p>understand and follow written or verbal instructions with help and guidance</p> <p>explain the importance of deadlines but has difficulties in keeping them</p>