

European Assistant in the Crafts and Skilled Trades

European Assistant in the Crafts and Skilled Trades Plus

Curriculum



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1. Objectives and introductory remarks

The supplementary additional qualifications »European Assistant in the Crafts and Skilled Trades« and »European Assistant in the Crafts and Skilled Trades Plus« are particularly suited to satisfy the demand of the crafts and skilled trades for staff with superior qualification levels which provide them with the human resources they need to face the growing pressure arising from national and international competition. Furthermore, these additional qualifications offer particularly high-achieving and motivated young people the possibility to embark on their professional career right from the time of their initial vocational training.

How competitive crafts enterprises are, highly depends on the degree to which they succeed in meeting the challenges and demands of the joint economic system in the EU. Against this background, modern crafts enterprises face the challenge of needing to adapt their product and service range to the constantly changing economic conditions both in their own country and abroad. These adaptation processes automatically involve innovations of processes, products and services. Competitiveness cannot be maintained without highly qualified staff able to find professional solutions for technical problems and which also has the answers to the types of economic, legal, IT and organisational questions that might arise in their company. Ongoing development of organisations and approaches to HR management results in employees increasingly being charged with integrative tasks within their company as a whole. More and more, these tasks have come to also include concepts for enhancing their company's competitiveness on the EU markets. As recent studies on qualifications have shown, the qualification level of their staff employed in small and micro companies will become more and more significant in the future. Job candidates will increasingly be expected to have skills such as being able to communicate with business partners abroad as well as knowledge about foreign markets.¹

Within the context of growing internationalization of the services offered by crafts enterprises today, speaking and writing skills in at least one foreign language and mastering its adequate use in different types of situations is becoming more and more important.

The additional qualification offered here is geared towards developing professional, language and cultural skills which will help to manage all kinds of situations arising during deployment abroad and when dealing with business partners from other countries. At the same time, it has been designed to teach trainees personal and social competences which will enable them to handle different types of life situations abroad. In addition, their stay abroad will also contribute to a certain transfer of know-how around processes and products between the other EU country and the trainee's home country and vice versa.

The trainees will complete their training course by passing an exam with the relevant Chamber of Crafts and Skilled Trades. For them and for their employers, their additional qualification as a European Assistant (Plus) will create added value in many respects:

- ▶ Consolidation of their training in one of the recognized skills or trades with a view to awareness of common procedures and techniques used abroad
- ▶ Development of inter- intercultural occupational and business skills
- ▶ Consolidation of active foreign language skills
- ▶ Skills in using IT applications to solve problems

¹ Cf. Buschfeld, D./ Dilger, B. / Hess, L./ Schmidt, K./ Voss, E. (2011): Identification of future skills needs in micro and craft (-type) enterprises up to 2020. Identification of qualification requirements to be expected in micro- and crafts enterprises (as well as in similar enterprises) until the year 2020, Cologne 2011. Download from www.fbh.uni-koeln.de.

The current version of the curriculum is an edited and amended version of the supplementary qualification of a “European Assistant in the Crafts and Skilled Trades” offered since 2007.

Awareness of the broader European context and the ability to communicate with partners in other European countries in foreign languages are skills which are becoming increasingly vital even for staff employed with SME’s. Looking back at what we have already achieved and also with a view to the future, we can say that this supplementary training programme in the form in which it was launched in 2007 provides a sound basis for facing these challenges.

Nevertheless, it seemed important to significantly edit the curriculum:

1. The need for editing arose from the fact that an innovation transfer project under the aegis of the Chamber of Crafts and Skilled Trades in Münster had led to the creation of a new version of the supplementary qualification. The core principles of the training course remained the same, although they underwent rephrasing. Also, the amended version is associated with the requirement to spend a minimum of 4 months abroad and strives to achieve a higher language skill level in participants. In addition, the new curriculum has come to include some additional learning contexts around typical everyday situations which might arise during the trainees’ stay abroad. The present document outlines the expected outcomes of the different versions—also with regard to the trainees’ stays abroad.
2. Revision of the contents also came to include input based on the extensive experience teachers had already gained from implementing the initial concepts which contributed to improving the curriculum.
3. In addition, the curriculum was rephrased with more focus on the intended outcomes based on the helpful expertise offered by the Research Institute for Vocational Education and Training in the Crafts Sector at Cologne University, which—in particular with the intended further dissemination of the concept in mind—provides a clearer picture of the envisaged skills plus more specific information about the exams.
4. In rephrasing skill levels, the authors made it a point to ensure one and the same skill level across the different learning contexts.
5. Finally, clearer descriptions of the envisaged skills allowed for streamlining the curriculum, which now has come to cover nothing but the areas of learning and the learning contexts along with the skills associated with each of them.
6. For vocational colleges, a package of helpful instructions for example related to implementation issues was developed as a supplement to this curriculum by the instructors involved in the project. These instructions can be obtained from the Chamber of Crafts and Skilled Trades in Münster.

2. Didactic principles²

²KMK: *Handreichung für die Erarbeitung von Rahmenlehrplänen der Kultusministerkonferenz für den berufsbezogenen Unterricht in der Berufsschule und ihre Abstimmung mit Ausbildungsordnungen des Bundes für anerkannte Ausbildungsberufe (Handout for the development of framework curricula of the Education Ministers’ Conference for vocational classroom instruction in vocational colleges and their coordination with the Federal Government’s vocational training regulations for recognised skilled trades)*, Bonn, 2007, p. 12f.

Looking at the objectives of vocational training, instruction must reflect an educational concept tailored to match the mandate assigned to vocational colleges. Consequently, it should emphasize practical action and enable young people to independently plan, implement and evaluate work assignments occurring within the framework of their vocational activities.

The idea behind learning tasks in vocational colleges is that they are geared towards concrete actions in a professional framework as well as towards a wide range of intellectual processes, which also include grasping the actions of others intellectually. This type of learning is closely associated with reflecting practical implementation (the action plan, the sequence of actions involved, the results).

Conceptual penetration of the professional context serves to create the conditions for being able to learn by and from doing. For the framework curriculum, this means that both the objectives and the contents of the training are selected based on their relevance for the participant's job and employment.

Based on insights from learning theory and on didactic knowledge, a pragmatic approach to designing action-based instruction serves as orientation:

- Didactically speaking, the focus is on situations which are significant for the respective job-related activities (learning for doing).
- The learning process is to be based on practical actions carried out by the participants themselves whenever possible or at least imagined and understood (learning by doing).
- The training participants are required to plan, implement, assess, correct (if necessary) and finally evaluate their actions.
- These actions should promote a comprehensive view of professional reality, e. g. by way of including technical, safety, economic, legal, ecological and social aspects.
- The respective actions need to be integrated into the personal experience of the learners who are also required to reflect on their consequences for society.
- The actions should also involve social processes, such as clarifying the interests of the parties involved or handling conflicts as well as different viewpoints with regard to career and life plans.

Action-based instruction represents a didactical concept characterized by systematically interlinking thematic and action-oriented structures. This concept can be implemented using a number of different teaching approaches.

The target group for the education provided at vocational colleges are adolescents and adults whose educational and cultural backgrounds and experiences in their training companies may differ. Vocational colleges will only be able to fulfil their educational mandate if they bear these differences in mind and provide support to all their students – both to those who are disadvantaged or particularly talented – according to their individual needs.

Instructions on monitoring learning success and assessing students' performance

Monitoring learning success aims at ensuring that the objectives of the training course are achieved and serves a number of different functions in this context. It forms the basis for planning and controlling concrete lessons by providing information on the aptitudes, learning progress, learning difficulties and learning interests of the individual students. It also provides the starting point for counselling individual students around concrete problems associated with their learning behaviour, ways of working, achievement motivation and self-assessment, thus also forming the basis for counselling students with regard to their individual training course. The evaluation of learning results is what the assessment of the students' performance is based on, and for this reason they also have legal consequences for the recognition of diplomas. Not least, monitoring learning success fulfils an important educational function by helping students to assess their own performance profiles and encouraging them to renew their efforts. The principles, scope and forms of evaluating learning results are defined by the Curriculum Conference within the framework of the applicable regulations (cf. the relevant information in the curriculum of the respective skilled occupation).

3. Legal basis for acquiring the supplementary qualifications

The practical implementation of the supplementary additional qualifications are subject to the terms of the training and examination regulations for vocational colleges (Ausbildungs- und Prüfungsordnung Berufskolleg – APO-BK) dated 26 May 1999 (GV. NRW p. 240) as amended, in combination with the applicable administrative provisions and the relevant provisions of the Trades and Crafts Regulations.

3.1 Terms of admission

The minimum precondition for enrolment in the training course is a vocational extension certificate (certificate of secondary education) or a comparable certificate. In addition, trainees are required to have a traineeship contract in a craft or skilled trade.

By way of derogation from these requirements, enrolment is also possible for those who are able to credibly demonstrate that they have acquired the necessary knowledge, skills and experience which make them eligible for enrolling by presenting certificates or other credentials which are suitable to prove their qualification.

Admission to the training courses for the supplementary qualifications is granted in agreement with (a) the trainee, (b) the company offering training and (c) the competent authority (see para. 7 encl. A, APO-BK). Switching from one version of the training course to the other (from European Assistant to European Assistant Plus or vice versa) presupposes a counselling interview with the instructor.

3.2 Duration and components of the training course

The academic part of the supplementary qualifications »European Assistant in the Crafts and Skilled Trades« as well as »European Assistant in the Crafts and Skilled Trades Plus« comprises 240 hours of instruction.

Moreover, a training period in a company abroad is mandatory for successful completion of the training course, for which two versions are available:

European Assistant in the Crafts and Skilled Trades: To obtain this qualification, the training period abroad is a minimum of three weeks. During their stay abroad, students are required to focus on learning contexts 5.1 and 5.2 of the curriculum for this type of supplementary qualification.

European Assistant in the Crafts and Skilled Trades Plus:

This version of the training course encompasses a four-month training period abroad, with working for the host company being part of the training course as provided for under the BBiG (Vocational Training Act) or HWO (Trades and Crafts Regulation) respectively. The structure of the training abroad must be documented by a training schedule (para. 76 (3) BBiG; para. 41a (3) HWO). During their stay abroad, students are required to focus on learning contexts 5.1 and 5.5 of the curriculum for this supplementary qualification.

The four-month period can be subdivided into several parts, at least one of which needs to cover a minimum time span of two months. These segments can take place in different host enterprises / different host countries.

3.3 Training schedule (Training and examination regulations for vocational colleges (APO-BK), encl. A 3.1)

The components of the supplementary additional qualifications are defined in the training schedule for dual vocational training in the special option subject.

Training schedule (APO-BK encl. A 3.1)

| | No. of hours of instruction | | | |
|---|--|----------------|----------------|------------------|
| | 1st year | 2nd year | 3rd year | Total |
| I. Job-related skills area | | | | |
| | The training schedule for the respective recognized skilled occupation (crafts or skilled trades) will apply | | | |
| Summe: | 280-360 | 280-360 | 280-360 | 840-1040 |
| II. Special option subject | | | | |
| Foreign language communication | 50 | 10 | 20 | 80 |
| European Merchandise and Business Law | 0 | 46 | 34 | 80 |
| Intercultural Skills | 10 | 10 | 20 | 40 |
| European and Area Studies | 20 | 12 | 8 | 40 |
| Total: | 80 | 78 | 82 | 240 |
| III. Inter-trade skills areas | | | | |
| | The training schedule for the respective recognized skilled occupation (crafts or skilled trades) will apply | | | |
| Total: | 0-160 | 0-160 | 0-160 | 320-360 |
| Total number of hours of instruction | 480-560 | 480-560 | 480-560 | 1440-1680 |

Note: All in all, the total number of hours of instruction must amount to a minimum of 1440.

3.4 Organisation of instruction

During the training course, the students remain in one and the same class. If required by the organisation of the instructions, it is possible to form study groups through co-operation with corresponding training courses offered by the students' own or another vocational college and can also be taught in the form of an evening class. In particular, the provisions of paragraphs 5 APO-BK and 5 and 7 encl. A, APO-BK in conjunction with the relevant administrative regulations shall apply.

3.5 Certifications and diplomas

The candidate's journeyman's certification, along with the advanced training certificate from the Chamber of Crafts and Skilled Trades, the certificate stating that the participant has passed the test in foreign languages plus the certificate demonstrating a successfully completed internship abroad entitle the holder to use the professional title of »European Assistant in the Crafts and Skilled Trades Sector«.

In addition to their grades, the vocational trainees receive a language certificate proving their successful participation in foreign language class. The curriculum consistently indicates the objective of achieving the language skills level provided for under reference framework B1. In order to obtain their diploma, European Assistant candidates must achieve no less than level A 2 in the language test, whereas candidates for European Assistant Plus need at least level B1.

4. Curricular structure of the additional qualifications

4.1 Overview of the training units

Training in the special options area includes, among other things, the additional qualification of a »European Assistant in the Crafts and Skilled Trades« or »European Assistant Plus in the Crafts and Skilled Trades«. The training courses for the supplementary qualifications are comprised of two training units. They describe the skills that trainees are supposed to develop in the course of their teaching course and stay abroad to support them in finding good and reasonable and also responsible solutions both on the individual and on the social levels, whether in professional, societal or private situations. Focus on the training units both in class and during internships is ensured by defining them through learning contexts based on business and work processes in professional and private life. These learning contexts are defined within the framework of the joint committee on training course standards ('Bildungsgangkonferenz'). Learning contexts serve to process private and professional situations and the problems associated with them with a view to enable the students to find solutions for them.

For the additional qualification to become a European Assistant in the Crafts and Skilled Trades both the titles and descriptions of skills involved in the learning contexts have already been defined (cf. chapters 4.3 and 4.4).

Since the training schedule of the special option area has been structured according to subjects in this case, the learning contexts are assigned to the various subjects. The learning contexts, however, can also be taught independently of any organization according to subjects. What matters is that the components of the curriculum are covered by the learning contexts as a whole. The table below provides more details by demonstrating how the learning contexts from the various subjects and the industrial placement achieve what the teaching unit requires them to achieve.

| Subject/ Training stage abroad | Foreign- language communi- cation | European merchandise and business law | Inter- cultural skills | European and area studies | Training stage abroad |
|---|--|--|------------------------------|--------------------------------------|--|
| Teaching unit | | | | | |
| Teaching unit 1: <i>European Assistant in the Crafts and Skilled Trades</i> Understanding cultural and work-related differences; orienting abroad in an unfamiliar private and professional environment and reflecting on experiences gained there. | LC 1.1 LC 1.2 LC 1.3 LC 1.4 | | LC 3.1 LC 3.2 LC 3.3 | LC 4.1 LC 4.2 LC 4.3 LC 4.4 | ZQ EA LC 5.1 LC 5.2 |
| <i>European Assistant in the Crafts and Skilled Trades Plus</i> Understanding cultural and work-related differences, organising a stay abroad which lasts several months, living and working abroad for several months and reflecting on experiences gained there. | | | | | ZQ EA+ LC 5.1 LC 5.2 LC 5.3 LC 5.4 LC 5.5 |

| | | | | | |
|---|--------|--|--|--------|--|
| Teaching unit 2: Evaluating an expansion of business into other European countries, initiating business contacts abroad, preparing contract negotiations and presenting them to media representatives and to specialists from the field. | LC 1.2 | LC 2.1 LC 2.2 LC 2.3 LC 2.4 LC 2.5 | | LC 4.2 | |
|---|--------|--|--|--------|--|

The overview shows that there are a number of learning contexts which contribute to the two skills areas, meaning that the learning contexts should be tailored to reflect both skills areas by the instructors.

The individual skills areas are described below.

4.2 Description of teaching units

| | | | |
|---|--|--------------------|---|
| Skills area 1 | Understanding cultural and work-related differences; organising a stay abroad, living and working abroad and reflecting on experiences gained there. | | |
| Total training time | 235 or 320 hrs. Resp. | | |
| Suggested learning time/attendance time | 160 teaching hrs. | Self-learning time | 80 +15 (version EA) +80 (version EA+) |
| <p>Definition of objectives:</p> <p>The students carry out research on and document general data about the target country as well as about any applicable important legal framework conditions along with cultural and professional conditions/systems. By comparing them with those in their home country, they become sensitised for cultural perception patterns and come to view their own perspective and framework conditions or their own training system as one viewpoint among others. They understand the development of the EU and its history as a contribution to peacekeeping while at the same time respecting the history of both their home and host country as well as the differences and commonalities in their initial and continuing training systems when it comes to assessing their own and others' behaviour and processes.</p> <p>To the degree possible, the trainees organise and prepare their stay abroad independently. They carry out systematic research in order to identify potential EU funding, submit applications and search for suitable industrial placement and accommodation abroad. They prepare application documents and handle job interviews in the language of the target country. They calculate the required budget for their stay abroad. If necessary, they obtain the immigration documents and the papers required to start working. They arrange for additional counselling if needed and actively make use of it.</p> <p>As trainees serving their time abroad, they orient in their own work environment and support the host company with their knowledge and skills while respecting the applicable Industrial safety regulations. They put new tools and processes to the test and thus expand the specialised knowledge which they acquired in their home country. They view themselves as representatives of their country abroad and contribute to generating a positive impression of their home country abroad.</p> <p>The trainees explore cultural attractions and take the initiative to arrange their own leisure time activities. They can handle cultural differences and conflicts both in the company as well as in their private life with self-confidence and understanding for other behaviour and thinking patterns, while at the same time making their own viewpoint clear.</p> <p>The students document their professional and personal experiences for themselves as well as for fellow students who are interested. They describe and evaluate critical experiences taking their own cultural imprint as well as the culture in their host country into account and derive consequences with regard to their future ways of action.</p> <p><u>Supplementary components for European Assistant in the Crafts and Skilled Trades Plus:</u></p> <p>The trainees help to optimize their own work environment in their host company following consultation their superiors and colleagues. Furthermore, they share their opinion on job-related facts and challenges they come to know and discuss potential solutions in the language of their target country or in English respectively.</p> <p>They thoroughly document the operations and processes as well as any perceived customer needs and reflect on commonalities and differences compared to their home country as well as to what degree these practices could be transferred to their home country and vice versa. They discuss any existing differences with their superiors and colleagues in the relevant foreign language.</p> | | | |

The trainees observe and document cultural particularities with regard to the dealings between colleagues, superiors and customers and participate in discussions with customers and processing customer orders.

| | | | |
|--|---|--------------------|---------|
| Skills area 2 | Evaluating a potential expansion of business into other European countries, initiating business contacts abroad, preparing contract negotiations and presenting the plans to media representatives and to specialists from the field. | | |
| Total working hours | 120 hrs. | | |
| Time frame/attendance time | 80 hours of instruction | Self-learning time | 40 hrs. |
| <p>Definition of objectives:</p> <p>The trainees compare typical business transactions in their home country and abroad against the background of general and legal framework conditions and the applicable EU regulations and their consequences in particular. They assess the resulting opportunities and risks involved in starting business abroad. In addition, they independently examine the market opportunities and risks based on an analysis of their own products or services respectively, documenting the results of their analyses, presenting them to their superiors and colleagues and making recommendations.</p> <p>The trainees prepare a range of measures to promote the company on the European markets by first assessing the pros and cons of these approaches followed by offering suggestions and implementing them concretely both in German and in a foreign language. In doing so, they not only take legal aspects into consideration, but also the identity, size and history of the enterprise as well as the technical possibilities and graphic design options for PR material and the company's online appearance.</p> <p>Based on an analysis of the value creation chain, the trainees systematically research for suitable foreign business partners following by suggestions on their part once they have completed investigating any risks and opportunities arising from this co-operation as well as the options to shape this co-operation considering the country-specific particularities and compile a presentation of these facts for their superior, documenting their results as a means of preparing negotiations of their superior.</p> <p>Following evaluation of various alternatives of initiating business in terms of cost and benefits, the trainees prepare an appearance on a trade fair appearance taking any funding and co-operation options into account and also preparing material use and manpower planning once the budget has been assured. They prepare materials for the trade fair appearance –also in a foreign language—in which they present the company as well as its products and services and customer benefit, with a particular emphasis on the cost benefit ratio and the options to inspire potential co-operation if the budget is limited.</p> <p>In the preparatory stage, trainees recognize the commercial risks and ways to safeguard foreign business transactions and they understand the basic principles and particular details around drawing up contracts. They to the greatest possible extent independently procure any information required from the customer and prepare contract documents taking the general and customer-induced risks in account. They calculate prices and initiate hedging transactions. They develop and test appropriate discussion strategies and prepare this material in the foreign language for their superior, assessing both their own actions and those of the trade partner.</p> | | | |

4.3 Overview of the learning contexts

The synopsis below shows how the learning contexts are linked with the individual subjects as well as the respective training and education years. Also, it indicates the number of hours of instruction available per learning context. The joint committee on training course standards ('Bildungsgangkonferenz') may decide to reallocate the number of hours of instruction available for the individual learning contexts as long as it takes the schedule plus the contents to be taught into consideration. For a detailed presentation of the objectives associated with every single individual learning context, please refer to chapter 4.4.

Assignment of learning contexts

| | 1st year | 2nd year | 3rd year |
|---------------------------------------|--|--|--|
| Special options areas | | | |
| Foreign-language communication | 1.1)»Preparing for a stay abroad and applying for an internship abroad and initiating the required formal steps « (30 hours of instruction.) 1.2)»Mastering common professional and private conversational situations abroad« (20 hours of instruction.) | 1.3)»)»Comparing vocational education and training in various European countries and exchanging opinions on them in the foreign language« (10 hours of instruction.) | 1.4)»Making use of experiences gained for future job applications abroad« (20 hours of instruction) |
| European merchandise and business law | | 2.1)»Weighing risks and opportunities involved in starting business abroad and presenting them in the company« (12 hours of instruction.) 2.2)»Preparing company PR for European markets« (24 hours of instruction) 2.3)»Supporting initiation of business relations with companies for business expansion to foreign markets« (10 hours of instruction) | 2.4)»Preparing, organizing and evaluating trade fair appearances of the company« (24 hours of instruction.) 2.5)»Preparing contract negotiations and reducing risks with partners abroad « (10 hours of instruction.) |
| Intercultural skills | 3.1)»Being aware of domestic working conditions and those in other European countries and taking them into consideration « (10 hours of instruction.) | 3.2)»Solving intercultural conflicts and occupation-specific problems« (10 hours of instruction) | 3.3)»Reflection of professional experiences during the stay abroad and passing this knowledge on in one's native country« (20 hours of instruction) |
| European and area studies | 4.1)» Understanding the development of the European Union (EU) as a contribution to securing peace« (8 hours of instruction) 4.2)»Getting to know the target country and assessing its relationship to one's own country and to the EU« (12 hours of instruction) | 4.3)»Researching data on professional qualifications of some selected EU states and comparing them with the domestic data« (12 hours of instruction) | 4.4)»Being aware of the cultural attractions of the host country and their value for active leisure activities and comparing them with those on offer in one's home country« (8 hours of instruction.) |

| Learning contexts during stay abroad: | Self-learning time | ZQ EA | ZQ EA+ |
|---|--------------------|-------|---------|
| 5.1) »Being able to orient in an unfamiliar environment abroad « | 5 hrs. | 15 | 80 hrs. |
| 5.2) »Participating in manufacturing/service provision processes in the foreign company« | 10 hrs. | hrs. | |
| 5.3) »Co-operating with colleagues and superiors abroad & documenting work processes« | 30 hrs. | | |
| 5.4) »Participating in discussions with customers or orderers respectively « | 20 hrs. | | |
| 5.5) »Evaluating the services / products and processes of the foreign company and reflecting on the degree these could be introduced in the trainee's home country« | 15 Std. | | |

4.4 Description of learning contexts

A more specific definition of the learning contexts can be gathered from the description of skills levels to be achieved. Thus, when determining what should be covered in class, the focus is on the described skills, rather than on the contents. The contents indicated in this curriculum are mere examples and need to be complemented by the instructor depending on the preconditions in the groups of students. Contents should always be selected bearing in mind which skills should be developed, in other words, only those contents should be taught which are relevant for the skills to be developed. Consequently, the focus is on empowering the students to become involved rather than on covering the relevant subjects systematically and completely.

Learning contexts in »Foreign-language communication«

| | |
|--|--|
| Overview over the learning contexts: | Time frame: 80 hours of instruction |
| 1.1) »Preparing for a stay abroad and applying for an internship abroad and initiating the required formal steps « | Time frame: 30 hours of instruction |
| 1.2) »Mastering common professional and private conversational situations abroad « | Time frame: 20 hours of instruction |
| 1.3) » Comparing vocational education and training in various European countries and exchanging opinions on them in the foreign language « | Time frame: 10 hours of instruction |
| 1.4) » Making use of experiences gained for future job applications abroad « | Time frame: 20 hours of instruction |

| | |
|--|--|
| Learning context 1.1 | Preparing for a stay abroad and applying for an internship abroad and initiating the required formal steps |
| Grade/year of training: 1 | Time frame: 30 hours of instruction |
| Skills: <ul style="list-style-type: none"> • Ability to justify one's own motivation and objectives and to state reasons as well as personal prerequisites for the stay abroad • Doing research on internships, funding opportunities, travel conditions as well as accommodation options, structuring the results and coming to a decision with regard to the country and company/companies where the trainee seeks placements • Calculating the necessary budget for the stay abroad and submitting an application for a grant • Describing one's own personal and professional skills in the context of the target country and company • Drafting an application in English which is true in form and the contents of which meet the expectations of the recipient abroad and compiling the necessary documents • Preparing job interviews for an internship taking cultural specifics into consideration and being able to answer typical questions posed in a job interview in a foreign language • Procuring the documents required for entering into the country and for beginning to work and arranging for any necessary agreements with the company abroad • Requesting and using assistance and counselling, if needed | |
| Contents: <ul style="list-style-type: none"> • Check list / Tables as a basis for self reflection with regard to motives/objectives, qualifications/skills as well as requirements on the part of the company • Organisations such as SOLVIT, Ministry of Foreign Affairs • Application documents, Europass • Job interview | |

| | |
|--|--|
| Learning context 1.2 | Mastering common professional and private conversational situations abroad |
| Grade/year of training: 1 | Time frame: 20 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Being able to reflect on one's own professional and personal everyday life; to grasp conversations and to describe expectations around typical situations abroad • Mastering common vocabulary and phraseology involved in typical conversations abroad in the foreign language and to apply it depending on the situation both in initiating conversations and in responding. Being able to provide information about one's own profession and training background at this point as well as about typical personal themes in the foreign language asking questions of this type. | |
| Contents: | |
| <ul style="list-style-type: none"> • Situation-specific terminology • Common phrases to be used in work-related and private situations | |

| | |
|--|---|
| Learning context 1.3 | Comparing vocational education and training in various European countries and exchanging opinions on them in the foreign language |
| Grade/year of training: 2 | Time frame: 10 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Studying the German vocational training system (dual system) and presenting it in the foreign language • Understanding one's own vocational training system as well as the system in the target country; analyzing and assessing difficulties and commonalities • Being aware of how one has been conditioned and influenced by one's own educational system | |
| Contents: | |
| <ul style="list-style-type: none"> • Special terminology referring to education systems and vocational training • Terms and phrases used in the context of evaluation | |

| | |
|--|---|
| Learning context 1.4 | Making use of experiences gained for future job applications abroad |
| Grade/year of training: 3 After stay abroad | Time frame: 20 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Describing operational processes and one's own activities in the foreign language in conversation • Describing and evaluating one's previously acquired skills in the foreign language in conversations to prepare for future job interviews • Preparing job interviews for journeyman positions while taking cultural specifics into consideration and answering typical questions asked in a job interview in a foreign language | |
| Contents: | |
| <ul style="list-style-type: none"> • Terminology to describe operations and activities • Vocabulary to describe skills | |

Learning contexts in »European merchandise and business law«

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| Overview of the learning contexts: | Time frame: 80 hours of instruction |
| 2.1) » Weighing risks and opportunities involved in starting business abroad and presenting them in the company « | Time frame: 12 hours of instruction |
| 2.2) » Preparing company PR for European markets « | Time frame: 24 hours of instruction |
| 2.3) » Supporting initiation of business relations with companies for business expansion to foreign markets « | Time frame: 10 hours of instruction. |
| 2.4) » Preparing, organizing and evaluating trade fair appearances of the company « | Time frame: 24 hours of instruction |
| 2.5) » Preparing contract negotiations and reducing risks with partners abroad « | Time frame: 10 hours of instruction |

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| Learning context 2.1 | Weighing risks and opportunities involved in starting business abroad and presenting them in the company |
| Grade/year of training: 2 | Time frame: 12 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Assessing the exportability of one's own products / services as well as market opportunities and weighing risks for one's own company abroad • Analysing markets within Europe with regard to the marketability of one's own products/services and suggesting a suitable market. Presenting the results to the owner to the company • Knowing the relevant EU guidelines and regulations and deriving their consequences for typical transactions • Being aware of funding opportunities in the EU (e. g. SOLVIT) and in the region and making use of them | |
| Contents: | |
| <ul style="list-style-type: none"> • Research inside the company providing training (e. g. through conversations with the instructor) • Regional markets / economic regions of the EU • EU guidelines and regulations • SOLVIT, chambers of the crafts and skilled trades plus additional institutions, where applicable | |

- Analysing markets within the EU as well as of other European states which could be of interest for one's own company and to select a target market
- Evaluating one's own training company and its opportunities on foreign markets with regard to its products, services and manpower
- Assessing market opportunities and risks and finding appropriate ways to access new markets
- Being aware of relevant EU guidelines and regulations and of their consequences for typical business transactions
- Cultural particularities, especially related to initiating business deals and relations, e. g. finding out the applicable code of conduct or payment modalities and taking them into consideration
- Being aware of support options on the part of the EU (e.g. SOLVIT) as well as assessing company co-operations
- Approaching (regional) partners for support and making use of it
- Presenting the conclusions of one's own analyses to a specialist audience

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| Learning context 2.2 | Preparing company PR for European markets |
| Grade/year of training: 2 | Time frame: 24 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Identifying the significance of its PR work for the company while defining objectives as well as weighing different options for external presentation with regard to the objective and making suggestions • Reflecting on one's own responsibility for the external presentation of the company • Gathering company data as a basis for PR measures • Drafting company profiles in preparation for the creation of flyers and brochures • Preparing contents of the company website respecting the legal aspects – also in the foreign language • Comparing and evaluating Internetauftritte of both domestic competitors and competitors abroad with those of one's own company • Preparing key aspects Eckpunkte involved in passing in order for webpage creation/ design with regard to contents and design | |
| Contents: | |
| <ul style="list-style-type: none"> • Corporate identity • PR options for the company, such as appearance of employees, website, newsletter, journals, brochures, posters, flyers | |

- Company profiles
- Specific knowledge such as the size of one's own company, its headcount, history, domestic markets and markets abroad
- Range of options for website design

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| Learning context 2.3 | Supporting initiation of business relations with companies for business expansion to foreign markets |
| Grade/year of training: 2 | Time frame: 10 hours of instruction |
| Skills: <ul style="list-style-type: none"> Evaluating the role one's own business processes within the value creation chain; analysing possibilities for co-operation and weighing the opportunities and risks involved Suggesting suitable co-operation partners both within the country and abroad Researching and preparing basic options for the establishment of company co-operations as well as cultural particularities of the partner country for the owner of the company in preparation for negotiations | |
| Contents: <ul style="list-style-type: none"> Value-creation chain and business processes Types of co-operation and relevant legal bases for company mergers and fusions Codes of conduct Cultural specifics around initiating business | |

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| Learning context 2.4 | Preparing, organizing and evaluating trade fair appearances of the company |
| Grade/year of training: 3 | Time frame: 24 hours of instruction |
| Skills: <ul style="list-style-type: none"> Comparing of the advantages and disadvantages of a trade fair stand as a form of establishing contacts and comparing it with alternative options for making contact Analysing and selecting funding and co-operation opportunities for trade fair presences Material usage and manpower planning for the trade fair appearance while considering budget limitations Preparing information for representatives of one's own company to be made available at the trade fair booth, also in a foreign language Carrying out systematic research for suitable foreign business partners among the trade fair participants and compiling information about potential business partners Highlighting the benefits of co-operation for the potential business partner and preparing the discussions Presenting one's own occupational area as well as the activities and products/services of one's own company to customers from abroad on a trade fair—also in a foreign language Evaluating trade fair booths as a form of establishing contact, including their pros and cons | |
| Contents: <ul style="list-style-type: none"> Material usage and manpower planning Budget limits How to conduct discussions Funding and co-operation opportunities | |

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| Learning context 2.5 | Preparing contract negotiations and reducing risks with partners abroad |
| Grade/year of training: 3 | Time frame: 10 hours of instruction |
| Skills: <ul style="list-style-type: none"> Gathering information about potential business partners abroad and assessing the risks involved Being aware of relevant features of contract terms and being able to formulate one's own interests Weighing payment terms as well as delivery and shipping terms plus options for protection against hazards Preparing the discussion for the negotiations and formulating potential lines of argumentation in the foreign language Preparing cornerstones for contractual arrangements in due consideration of economic risks | |
| Contents: <ul style="list-style-type: none"> „Ländermerkblätter“ (information on social security and healthcare regulations for expatriates) Solvency check Contractual conditions Incoterms (International Commercial Terms) Negotiations using the appropriate terminology in the foreign language Contract documents | |

Learning contexts in »intercultural skills«

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| Overview of the learning contexts: | Time frame: 40 hours of instruction |
| 3.1) » Being aware of domestic working conditions and those in other European countries and taking them into consideration « | Time frame: 10 hours of instruction |
| 3.2) » Solving intercultural conflicts and occupation-specific problems « | Time frame: 10 hours of instruction |
| 3.3) » Reflection of professional experiences during the stay abroad and passing this knowledge on in one's native country « | Time frame: 20 hours of instruction |

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| Learning context 3.1 | Being aware of domestic working conditions and those in other European countries and taking them into consideration |
| Grade/year of training: 1 | Time frame: 10 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Investigating into rights and duties of employees and employers abroad, comparing them with the regulations at home and pointing out consequences for one's own way of acting abroad • Compiling industrial safety regulations for typical work operations in one's own trade in one's home country and stating reasons for expectations around the regulations abroad and examining them in a self-critical manner | |
| Contents: | |
| <ul style="list-style-type: none"> • Industrial safety regulations • Labour and social law • Work contracts and the rights and duties of employees/employers • Stereotypes: Perception of Germans abroad | |

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| Learning context 3.2 | Solving intercultural conflicts and occupation-specific problems |
| Grade/year of training: 2 | Time frame: 10 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Recognising conflicts in a range of professional situations abroad and assessing reasons for the conflict in the framework of the working and cultural conditions • Weighing potential communication behaviour as a means to solve the conflict and setting up a relevant and setting up a conflict-appropriate line of argumentation to represent one's own opinion | |
| Contents: | |
| <ul style="list-style-type: none"> • Conflicts within the company • Cultural differences in conflict behaviour and in communication • Prejudices/stereotypes: Perception of Germans abroad | |

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| Learning context 3.3 | Reflection of professional experiences during the stay abroad and passing this knowledge on in one's native country |
| Grade/year of training: 3 after stay abroad | Time frame: 20 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Describing professional experiences of other students and the company with reference to one's own role, the way of dealing with each other as well as one's own opportunities for participation • Describing one's own behaviour as well as the behaviour of others in critical situations • Analysing one's own behaviour, pointing out choices of action and drawing conclusions for one's future actions • Being aware of one's own emotions over the course of the stay abroad and describing them to other students • Reflecting on one's own cultural conditioning versus the culture of the host country and presenting them to the company | |
| Contents: | |
| <ul style="list-style-type: none"> • Being aware of and assessing situations, conflicts, oneself and the other person • Discussion of the internship report • Critical reflection of one's own way of acting and its consequences • One's own cultural conditioning versus the culture of the host country | |

Learning contexts in »European and area studies«

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| Overview of learning contexts: | Time frame: 40 hours of instruction |
| 4.1) » Understanding the development of the EU as a contribution to securing peace « | Time frame: 8 hours of instruction |
| 4.2) » Getting to know the target country and assessing its relationship to one's own country and to the EU« | Time frame: 12 hours of instruction |
| 4.3) » Researching data on professional qualifications of some selected EU states and comparing them with the domestic data « | Time frame: 12 hours of instruction |
| 4.4) » Being aware of the cultural attractions of the host country and their value for active leisure activities and comparing them with those on offer in one's home country « | Time frame: 8 hours of instruction |

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| Learning context 4.1 | Understanding the development of the EU as a contribution to securing peace |
| Grade/year of training: 1 | Time frame: 8 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Being aware of important milestones and their connection with European history and reflecting on their significance for one's own professional and personal development • Becoming aware of and understanding the co-operation process within the EU as an important contribution of sovereign states, to secure peace in Europe in the long term and becoming aware of one's own role | |
| Contents: | |
| <ul style="list-style-type: none"> • The history and milestones of the EU • EU-member states • Co-operation in the EU • Securing peace | |

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| Learning context 4.2 | Getting to know the target country and assessing its relationship to one's own country and to the EU |
| Grade/year of training: 1 | Time frame: 12 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Researching and processing relevant geographical, economic, political and socioeconomic data/information of the target country using suitable methods and comparing them with those of one's home country • Assessing the significance of the target country for Germany from the political, economic and cultural perspective • Understanding the political and economic significance of entry regulations, residence and work permits and drawing conclusions for organising one's own stay abroad | |
| Contents: | |
| <ul style="list-style-type: none"> • Data/information from the target country and one's own country • Entry regulations, residence and work permits, time limits | |

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| Learning contextn 4.3 (Verknüpfung zu 1.3) | Researching data on professional qualifications of some selected EU states and comparing them with the domestic data |
| Grade/year of training: 2 | Time frame: 12 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Carrying out research on professional qualifications in one's own craft or trade in the host country and comparing the prevalent occupational image including the contents and organisation of the corresponding vocational training with the vocational training at home • Assessing deployment options of applicants from abroad in the local company • Assessing one's own deployment options in the host country | |
| Contents: | |
| <ul style="list-style-type: none"> • The different professional qualifications in the EU • Learning objectives and contents of the training course | |

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| Learning context 4.4 after stay abroad | Being aware of the cultural attractions of the host country and their value for active leisure activities and comparing them with those on offer in one's home country |
| Grade/year of training: 3 | Time frame: 8 hours of instruction |
| Skills: | |
| <ul style="list-style-type: none"> • Comparing knowledge and experiences around the cultural attractions of the target country and sharing them with those interested • Knowing the regional/national holidays of the target country and their significance for the hosts' cultural identity plus potential impact on processes at work • Other habits and customs and respecting, understanding and accepting them as one component of intercultural communication (such as table etiquette and eating habits) | |
| Contents | |
| <ul style="list-style-type: none"> • Public holidays • Places of interest • Leisure time activities • Eating habits | |

For both versions of the training course, students are required to document their stay abroad, with the European Assistants for the Crafts and Skilled Trades Plus also procuring a documentation of the activities they carried out and the skills they acquired during their foreign posting in the course of this stage of their training either in English or, upon agreement with the examination board, in another foreign language.

Stay abroad for European Assistants in the Crafts and Skilled Trades

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| Overview of the learning contexts: | Self-learning time: 15 hrs. |
| 5.1) » Being able to orient in an unfamiliar environment abroad « | Self-learning time: 5 hrs. |
| 5.2) » Participating in manufacturing/service provision processes in the foreign company « | Self-learning time: 10 hrs. |

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| Learning context 5.1 | Being able to orient in an unfamiliar environment abroad |
| Grade/year of training: 2/3 | Self-learning time: 5 hrs. |
| Skills: | |
| <ul style="list-style-type: none"> • Introducing oneself in the company and to one's host in the local language and in a way which adequately matches the local culture • Grasping ones new environment and finding and using suitable means which help to handle everyday situations • Identifying contacts, asking questions about daily routines and duties in the foreign language and documenting them • Setting up one's own workplace and planning one's own daily routine • Comparing expectations around the beginning of one's work abroad with one's actual expectations • Recognising opportunities to obtain advice and making use of them | |

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| Learning context 5.2 | Participating in manufacturing/service provision processes in the foreign company |
| Grade/year of training: 2/3 | Self-learning time: 10 hrs. |
| Skills: | |
| <ul style="list-style-type: none"> • Grasping job assignments by one's superior in the relevant foreign language • Asking questions in the relevant foreign language in a way which is adequate for the local culture if the tasks or proceedings are unclear • Inquiring about the operational value-creation chain in the relevant foreign language and being able to infer the significance of the job assignment based on this information • Setting up one's own work environment and carrying out the job assignment considering the applicable health and safety regulations • Discussing the result of the work with superiors in the relevant foreign language and considering possibilities for improvement in the future • Documenting work results and approaches in the relevant foreign language | |

Stay abroad for European Assistants in the Crafts and Skilled Trades Plus

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| Overview of the learning contexts: | Self-learning time: 80 hrs. |
| 5.1) » Being able to orient in an unfamiliar environment abroad « | Self-learning time: 5 hrs. |
| 5.2) » Participating in manufacturing/service provision processes in the foreign company « | Self-learning time: 10 hrs. |
| 5.3) » Co-operating with the colleagues and superiors abroad and documenting work flows « | Self-learning time: 30 hrs. |
| 5.4) » Participating in discussions with customers or with principals respectively « | Self-learning time: 20 hrs. |
| 5.5) » Evaluating the services / products and processes of the foreign company and reflecting on the degree these could be introduced in the trainee's home country« | Self-learning time: 15 hrs. |

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| Learning context 5.1 | Being able to orient in an unfamiliar environment abroad |
| Grade/year of training: 2/3 | Self-learning time: 5 hrs. |
| Skills: <ul style="list-style-type: none"> • Introducing oneself in the company and to one's host in the local language and in a way which adequately matches the local culture • Grasping one's new environment and finding and using suitable means which help to handle everyday situations • Identifying contacts, asking questions about daily routines and duties in the foreign language and documenting them • Setting up one's own workplace and planning one's own daily routine • Comparing expectations around the beginning of one's work abroad with one's actual expectations • Recognising opportunities to obtain advice and making use of them | |

| | |
|---|---|
| Learning context 5.2 | Participating in manufacturing/service provision processes in the foreign company |
| Grade/year of training: 2/3 | Self-learning time: 10 hrs. |
| Skills: <ul style="list-style-type: none"> • Grasping job assignments by one's superior in the relevant foreign language • Asking questions in the relevant foreign language in a way which is adequate for the local culture if the tasks or proceedings are unclear • Inquiring about the operational value-creation chain in the relevant foreign language and being able to infer the significance of the job assignment based on this information • Setting up one's own work environment and carrying out the job assignment considering the applicable health and safety regulations • Discussing the result of the work with superiors in the relevant foreign language and considering possibilities for improvement in the future • Documenting work results and approaches in the relevant foreign language | |

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| Learning context 5.3 | Co-operating with the colleagues and superiors abroad and documenting work flows |
| Grade/year of training: 2/3 | Self-learning time: 30 hrs. |
| Skills: <ul style="list-style-type: none"> • Inquiring about work organisation and responsibilities in the relevant foreign language • Observing the social interactions between colleagues and between them and their superior in connection with typical work processes and drawing conclusions for one's own behavior • Agreeing on and documenting work processes with colleagues and superiors • Presenting one's own ideas around processing products and services in the relevant foreign language in a good and reasonable manner • Responding to criticism from colleagues or superiors in the relevant foreign language while respecting cultural differences; reflecting one's own behaviour and generating alternative courses of actions for one's future behaviour | |

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| Learning context 5.4 | Participating in discussions with customers or with principals respectively |
| Grade/year of training: 2/3 | Self-learning time: 20 hrs. |
| Skills: <ul style="list-style-type: none"> • Preparing discussions between the principal/customer and the owner of the enterprise/contact and inquiring about characteristic procedures and the contents of relevant discussions • Greeting the customer/principal in the local language in a culturally appropriate way • Participating in establishing customer needs or order details respectively • Saying goodbye to customers/principals in their local language in a way which is appropriate for their culture • Responding in a culturally appropriate way in the event of customer complaints/complaints from principals • Reflecting one's behaviour towards customers or principals self-critically and documenting it | |

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| Learning context 5.5 | Evaluating the services / products and processes of the foreign company and reflecting on the degree these could be introduced in the trainee's home country |
| Grade/year of training: 2/3 | Self-learning time: 15 hrs. |
| Skills: <ul style="list-style-type: none"> • Evaluating services/products on site with regard to customer needs abroad; evaluating cultural aspects and quality aspects • Assessing services/products with a view to customer needs in one's home country and assessing transferability of insights • Reporting about procedures in one's enterprise at home towards the enterprise abroad and comparing them with those abroad in due consideration of ecological and economic aspects; evaluating the differences • Formulating and defending proposals for improvement towards the student's company at home or the | |

enterprise abroad respectively stating reasons

6. Contacts in the Chambers of Crafts and Skilled Trades

Before introducing supplementary qualifications in the special option subject of vocational colleges, close co-operation with the relevant Chamber of Crafts and Skilled Trades is reasonable and necessary.

For more information, please contact:

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or check the

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