

# Guidebook

**STUDENT**



English

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# 1 Reasons to go abroad

## 1.1 The reasons to go abroad/general information

Have you ever asked your baker where she learned to bake bread? And if so, did she learn to bake bread abroad? And have you ever thought of asking this same question of your hairdresser? Did he go to London, for example, to learn about the latest trends? Most of us know people who went abroad, either for work, study or leisure. Most of us know that in certain trades (such as cooking), gaining experience abroad can make a real difference.

The students in vocational education may not realize that the experience of going abroad as part of their vocational training could be a possibility for everyone, not only for students in higher education or the apprentices in specific trades.

There are plenty of opportunities to study and work abroad. There are excellent projects for pupils in school, while if you have completed school, even more opportunities arise. The stay itself in a foreign country is often a great experience. You'll meet new friends and new working places. And because you are speaking another language, you'll learn quickly. With a foreign certificate or diploma to your name, your prospects in your labour market may well be enhanced. Employers generally appreciate people who have shown the courage to go abroad.

The advantage you can get from working abroad is:

- Learning a foreign language
- Becoming more self-confident
- Acquiring intercultural skills – new friends, places, habits, fun, traditions, food, music, specific trades

Living away from home can also help the students adjust in the transition to working life and adulthood. They return from abroad with confidence, social know-how, and a genuine interest in foreign cultures that really set them apart from their peers.

Besides the excitement of travel, one reason to work abroad is that they will experience new customs, holidays, foods, art, music etc.

## 1.2 The top ten reasons to go abroad

- You learn about yourself in new ways and gain self-confidence, independence and cross-cultural skills.
- Training and learning abroad changes your perspective on the world. You're introduced to new cultures and a new way of life.
- You get to see your own country through the eyes of another culture. Training and learning abroad changes your perspective on your own country. You experience an educational system different from your own and learn how other cultures view your own country.
- You can earn credits.
- You can improve your language skills.
- Self-understanding – you learn that you can do things you didn't think you could.
- You will increase your career opportunities in the global marketplace.
- Spending some weeks or months abroad can give you the opportunity to participate in an international internship and gain hands-on experience in a foreign country.
- You will meet new friends and people you never would have encountered if you had stayed at home.
- You will travel to see places you have only dreamed about. You will get to experience cities and countries you have only seen in books, TV, postcards or movies.

## 1.3 Benefits of going abroad

- Increased cultural awareness, language ability, and self-confidence
- Willingness to go abroad again as well as motivation to complete the studies
- Getting familiar with other countries in Europe
- Improved communication / interpersonal skills
- Improved vocational knowledge
- Getting acquainted with working cultures and working methods in different countries

## 2 Approval for leaving home

In an ideal world, you'd formulate your training-abroad plans the moment you arrive at school in your first year. However, you're probably too wrapped up with settling in at school to consider leaving your new school to train in another country for a shorter or a longer period.

All schools and training centres want you to fulfil certain requirements before going abroad. If you want to train and work in a country where your own language isn't the native language, it's good to learn some daily phrases in beforehand. In this way it will be

less complicated for you to get familiar with the new environment. It will also be easier to communicate with the local people.

Your home school won't send you abroad if you're not prepared: motivated both mentally and practically ready to leave.

### **3 Basic practical information**

#### **Arranging the work placement**

Arranged via partner schools or partner companies abroad (FI, SE)

#### **Accommodation**

Arranged via partner schools or partner companies abroad (FI, SE)

#### **Tickets**

Bought by the school (SE, FI) or by the student (FI)

#### **Passport**

Student's own responsibility, checked by the school via checklist (FI, SE)

#### **Insurance**

Student is insured by the school. Also private insurance checked by the school via checklist

#### **European Health Insurance Card**

Student's responsibility - will be checked by the school via checklist. (FI, SE).  
Can be arranged by the school (SE)

#### **Other**

Students have to fulfil the whole work training period. If not they have to pay all the costs by themselves (included in the signed contract). Students also have full responsibility for the tickets and other valuable documents.

### **4 Cultural training process**

"Always prepared" is not only a rule by which scouts should abide. It's also a good thing to remember in all walks of life. The more you know about a place or its people, the better prepared you'll be – especially psychologically – to handle problems and unexpected situations that might occur.

One important part of this is to seek as much information as possible about the place where you are going. In many cases, your coordinator will have extensive knowledge about the country. But you should take a lot of this responsibility upon yourself. Use the same tools and methods as when improving language skills: the Internet, books, talking to people who have been to 'your' country, and so on.

## Forms

The forms to be used

### **5.1 Applying for Work-based learning mobility**

This form is used by the student when applying for a period of work-based learning abroad.

### **5.2 Selection talk notes**

This form is used in the discussions between the coordinator/teacher and the student about the work-based learning period that the student has applied for.

### **5.3 Approval for leaving home**

This form is used in by the student to obtain permission for the mobility abroad, and also to make the student and the parents aware of the obligations and rights that the student has during the mobility.

### **5.4. Checklist before the trip**

This form is used in by the student as a checklist of things to remember before the trip.

### **5.5 The student's orientation to work-based learning**

### **5.6 Student assessment (short)**

This is a form used when the work of the student is evaluated (as a joint assessment done by the workplace instructor, the teacher, and the student himself).

### **5.7 Student assessment (long)**

This is a form used when the work of the student is evaluated (as a joint assessment done by the workplace instructor, the teacher, and the student himself).

### **5.8 Learning diary, weekly**

This is a form used when the student documents what he/she has been learning during the work-based learning period.

### **5.9 Travel report for the student**

This form contains a model of a travel report.

### **5.10 Student's feedback**

This form contains feedback from the period of work based learning abroad

## 5.1 Applying for a work-based learning mobility

### TITLE, COUNTRY AND PERIOD OF TIME OF PROJECT

Target	Country
Purpose	
Planned time	

### STUDENT'S PERSONAL DETAILS

Name	Date of birth	Age	Mobile phone +	E-mail
Home address	Zip code	City	Country	
Near relative	Contact information			
Degree / period of studies				

### EDUCATION / PROFESSIONAL EXPERIENCE

Which school education/degree do you have?
Which previous vocational training do you have?
What is your future job title?
Which professional experience do you have?
Write a detailed chronological biography of your working experience.
Have you been abroad for a longer period ( <i>student exchange, work-based learning, language school etc.</i> )?
In which professional field would you like to do the practical training ( <i>Please give examples</i> )?

## EDUCATION / PROFESSIONAL EXPERIENCE

**Foreign languages** (0 = not at all, 5 = excellent)

You can communicate in	0	1	2	3	4	5
English	<input type="checkbox"/>					
German	<input type="checkbox"/>					
French	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					

### What are your expectations and plans?

Please describe what you expect from a **student exchange** or **work-based learning** abroad.

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What are your professional plans after the project?

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What wishes, hopes and fears do you have concerning this period?

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Why do you think, apart from your professional qualification, you suit the period?

### Some personal details for your stay abroad

Do you smoke?      no <input type="checkbox"/> yes <input type="checkbox"/>	Estimate your physical condition    - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +
Are you vegetarian?    no <input type="checkbox"/> yes <input type="checkbox"/>	
Do you have a driving licence?    no <input type="checkbox"/> yes <input type="checkbox"/>	

Are there any activities that you cannot do due to a handicap (e.g. *allergies etc.*)?

**I assure that all given details are true.**

Date and place	Signature
----------------	-----------

## 5.2 Selection talk notes

### STUDENT

Name		Student group	
Target of mobility			
Motivation			
Studies and training			
Work experiences			
Actual status/situation			
Hobbies			
Expectations			
Languages	Language of the host country:		
	Speaking: - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	Understanding: - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	
	English:		
	Speaking: - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	Understanding: - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	
	Others:		
	Speaking: - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	Understanding: - <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> +	
Other comments			

### Signatures

Date and place	Student	Teacher
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### 5.3 Approval for leaving home

<Name of school>

#### Approval for leaving home

2012

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#### Work-based learning (WBL) abroad

Vocational education lasting 3 years (120 credits) includes work based learning at least 20 credits. It is possible to take the work based learning also abroad.

When the student is minor (under 18 years old) the school needs a permission from the parent and carer to go abroad for the period.

We ask you to fill in this form, sign it and return it to the school. Work-based learning is planned beforehand, controlled and evaluated at the end of the WBL period.

The school takes out for the student travel insurance that is also valid abroad. For personal belongings it is recommended to take out an individual insurance.

For financing of the WBL period abroad it is possible to apply and get a grant from the school. Information of the grants is given every autumn.

Student's name and class

\_\_\_\_\_

Work placement and time of WBL

\_\_\_\_\_

The undersigned agree that above named student can go for work-based learning abroad during the time mentioned above.

Place and date

\_\_\_\_\_

Student's parents/carers

\_\_\_\_\_

\_\_\_\_\_

Address and telephone

\_\_\_\_\_

## 5.4 Checklist before the trip

<Name of school>

To Remember

2012

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### Before going abroad

Tick as you fix!

- Passport , scanned version in your email
- Travel insurance to cover the WBL period abroad, photocopy of it at home
- European health insurance card
- All necessary medication
- Credit card if possible or Visa Electron
- E-bank account
- Evaluation form
- Agreements you might need for your wbl period abroad (employer, school, yourself)
- Have you made all necessary travel arrangements: flight ticket (printed out), other tickets, airport transportations etc.?
- Anything special you should bring abroad for accommodation etc.
- Do you know a name and details of your contact person abroad?
- Have you checked the maximum weight of your luggage, cabin luggage
- Camera
- Clothes suitable for the time of the year
- Cultural training
- Gifts for the people welcoming you
- Dictionary
- Have you taken care of everything at home (bills, work etc.)?

**If you have remembered all this you seem to be well prepared!**

## 5.5 The student's orientation to work-based learning

Institute		
Field		
Name of the student		
Job description		
Name of the job instructor		
Period of the placement	From: To:	Credit units (study weeks)

### Tick after the student has received information about

	Date	The student's signature
<b>Company practices</b>		
working hours, breaks	<input type="checkbox"/>	
lunch, restrooms and other facilities	<input type="checkbox"/>	
company rules	<input type="checkbox"/>	
work clothing, protective clothing	<input type="checkbox"/>	
practices in the case of accidents	<input type="checkbox"/>	_____
closest fellow workers	<input type="checkbox"/>	_____
familiarization with the premises	<input type="checkbox"/>	
routes and exits	<input type="checkbox"/>	
<b>General information</b>		
products/services	<input type="checkbox"/>	
customers	<input type="checkbox"/>	
organisation	<input type="checkbox"/>	
company policy	<input type="checkbox"/>	_____
orientative material	<input type="checkbox"/>	_____
quality policy	<input type="checkbox"/>	
shop steward system	<input type="checkbox"/>	
<b>Work environment</b>		
machines and equipment	<input type="checkbox"/>	
occupational safety	<input type="checkbox"/>	
protective equipment	<input type="checkbox"/>	
first aid, fire protection	<input type="checkbox"/>	_____
familiarization with the place of duty	<input type="checkbox"/>	_____
keeping up of cleanliness and order	<input type="checkbox"/>	
superiors and foremen	<input type="checkbox"/>	

## 5.6 Student assessment (short) – Work-Based Learning

Sending school		
Field		
Name of the student		
Study module		
Name and address of the employer		
Job description		
Period of the placement	From: To:	Credit units (study weeks)

The student evaluates him/herself first and after that job instructor evaluates the student. Markings: Student's self-assessment: <input type="radio"/> Job instructor's assessment: <input checked="" type="radio"/>			
	Excellent	Good	Fair
	3	2	1
Interest, initiative and activity			
Responsibility, reliability and observance of rules			
Cooperation and communication skills			
Working skills			
Problem solving and self-assessment skills			
Summary of the assessment	Summary [3 – 1]		

Further comments

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Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

## 5.7 Student assessment (long) – Work-Based Learning

School		
Field		
Name of the student		
Study module		
Name of the employer		
Job description		
Period of the placement	From: To:	Credit units (study weeks)

The student evaluates him/herself first and after that job instructor evaluates the student. Markings: Student's self-assessment: <b>O</b> Job instructor's assessment: <b>X</b>			
	Excellent [3]	Good [2]	Fair [1]
A: Professional / technical knowledge, quality and safety at work	3 Understands the involved contexts very well and works independently	2 Mostly understands the involved contexts and acts independently	1 Understands the most common contexts involved but needs still tutoring
	3 The quality of work is always high and trustful	2 The quality of work is mostly good and trustful	1 The quality of work is still irregular
	3 Works safely, correctly and independently	2 Works safely and correctly with guidance	1 Works safely but fails sometimes observe safety regulations
B: Planning, evaluation and development of student's own work; innovation and creativity	3 Operations are methodical, participatory and objectively creative	2 Operations are methodical and participatory	1 Operates only in a routine manner without special interest
	3 Works in a systematical way and can make plans	2 Usually works in a systematical way	1 Work is still un-systematical way
	3 Can and will diversely evaluate his/her own work and its results	2 Can and will evaluate his/her own work and its results.	1 Can evaluate his/her own work with guidance
	3 Wants feedback and is able to adapt working methods according to received feedback	2 The student wants feedback	1 The student accepts feedback
C: Workplace regulations, cooperation and manner	3 Observes working hours, workplace regulations and other agreements	2 Observes working hours and workplace regulations	1 Occasionally fails to observe working hours
	3 Cooperative, polite and participatory. Can act as a team member	2 Behaviour is open, polite and cooperative	1 Behaviour is usually polite, needs tutoring for cooperation

After individual evaluation the job instructor, student and teacher discuss the assessment.				
<b>Summary of the evaluation: 3-2-1</b> (not mathematical)	Student	Job instructor	Teacher	Summary of the assessment
A: Professional/technical knowledge, quality and safety at work				
B: Planning, evaluation and development of student's own work; innovation and creativity				
C: Workplace regulations, cooperation and manner				

Further comments:

Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

## 5.8 Learning diary, weekly

School		
Field		
Name of the student		
Job description		
Name of the job instructor		
Period of the placement	From: To:	Credit units (study weeks)

Date	Working hours		Working tasks / duties
	From - To	h	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
	Hours total		

Place and date		
Signature	Signature	Signature
Student	The instructor at the workplace	The teacher

## 5.9 Model for a travel report

<Name of school>

**Travel report**

Student's own name and group

Date

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Place	Country, city
Time	Duration (from – to )
Introduction	Introductory text – why did you go abroad for WBL, and why did you choose this country/city?
Background	Background information about / description of the target country and city
The workplace	Presentation of the workplace/company (branch, business form, owner, personnel, products, customer base etc)
The work placement	Aims, goals, and tasks for the work-based learning period abroad
Workplace culture	What things are different in this workplace if you compare it to a company in your country?
Evaluation	What did you learn? In what way did you benefit from the WBL? What was your attitude towards the work and tasks you were doing? In what way were you able to apply the things you had learned in your studies? Is there some knowledge or skills that you needed but still haven't acquired? What was good? What would you like to change or improve in the WBL?
Accommodation	Describe the accommodation.
Free time	What did you do in your free time?
Things to notice	What should future WBL:ers know about the town and the placement?
Summary	What did you expect before the trip? Did reality match your expectations?

**Photos, links, other information**

## 5.10 Feedback form for the student

Company
Student
Instructor at the workplace

	Not satisfied	Satisfactory	Good	Excellent
1. I received enough information about WBL abroad				
2. I received enough coaching for the WBL-period				
3. I received an introduction to the rules of the workplace				
4. At the workplace I was acquainted with the working tasks				
5. The working tasks were varied				
6. The working tasks were difficult				
7. The atmosphere at the workplace				
8. I received enough guidance and advise				
9. I received enough feedback from the workplace				
10. I felt that I belonged to the work community				
11. The WBL goals were reached				
12. My WBL period abroad was				

Further comments

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Date and place	Signature
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## Notes



[www.iqwbl.eu](http://www.iqwbl.eu)



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