|  |  |  |  |
| --- | --- | --- | --- |
| **LEVEL 2 – INTERNSHIP ABROAD - 30 ECTS** | | | |
| ***Portfolio requirements***  ***The student must provide a portfolio in My Portfolio meeting the following requirements:***   1. *The portfolio contains a set of ILOs and challenges related to the level of assessment and covers all the applicable IBSM Worlds:*     1. *Level 1A; Worlds not specified - related to the startup challenges and the focus of the student.*    2. *Level 3A and 3B; 1-2-3-4-5 and World of specialization.*    3. *All other portfolios should cover all 9 Worlds.* 2. *Evidence of learning (challenges and learning outputs) is linked to these ILOs.* 3. *The feedback fulfils the VARTA criteria: Variety - Authenticity - Relevance -Topicality - Amount.* 4. *All the ILOs of the portfolio, have been confirmed by a business expert.* 5. *The portfolio includes a written reflection in which the student reflects on his/her overall learning so far using evidence from the portfolio*. | | | |
| **Name student:** | | **First sit  Resit** | |
| **With this portfolio 2 Internship Abroad, the student is**  **getting started level 2**  **showing growth level 2**  **ready for the next step (end level) level 2** | | STUDENT  Date: | ASSESSMENT TEAM  Date:  Names assessment team: |
| **Portfolio requirements** | The portfolio meets all the requirements at the top of this form.  *If not, the assessment is a fail. You don’t have to fill in the rubrics below.* |  |  |
| **The rubrics describe the expected minimum end level 2 (including some additional Internship abroad growth needs)** | | | |
| **Complexity and guidance** | A set of challenges in an international business context. Moderate in size / more than one stakeholder / multidisciplinary / larger organizations, potential conflicting interests, and risks.    Under general direction.  **Living and working in a different cultural context, in a country which is not equal to the country where the student followed his/her secondary education**. |  |  |
| **Gaining knowledge and understanding** | Demonstrate a broad understanding of current international business concepts and models, the interrelatedness of these concepts and models, and the implications of ethics, responsibility, sustainability, culture, and globalisation on international business. |  |  |
| **Applying knowledge and understanding** | Select and apply relevant international business concepts and models, while including ERS dimensions and the implications of the (intercultural) and societal context in the application.  **With sensitivity to the local context.** |  |  |
| **Research informed problem solving** | Systematically collect evidence to analyse the root cause of a challenge, form an opinion, create practical solutions for desired business goals, implement these practical solutions, and consider multiple stakeholders. |  |  |
| **Collaboration, convincing others and creating buy in** | Demonstrate initiative while collaborating within diverse peer groups, with experts and challenge owners. Engage in a dialogue on a challenge, possible problem-solving approaches /methods, and related solutions, their benefits, and limitations in the context of desired business goals with experts, fellow students, and challenge owners, while considering the dimensions of the distinctive IB lens.  Present a logical argument that links a strategy to the proposed practical solutions.  **Engage in a culturally appropriate and effective dialogue.** |  |  |
| **Keep learning** | Initiate regular feedback from a variety of stakeholders, reflect on the lessons learned from the learning process and how this feeds forward into the planning of the next steps. Understand the boundaries of your knowledge  **Reflect on personal abilities, social skills and attitudes that are required or expected in order to function in an intercultural / multilingual context abroad**. |  |  |
| **Grading (choose one of the grading possibilities and explain your choice)** | | | |
| Insufficient (<5,5)  The student does not meet all portfolio requirements OR shows insufficient progress. | |  |  |
| Sufficient (6)  The student shows sufficient progress. | |  |  |
| Satisfactory (7)  The student shows satisfactory progress in all rubrics. | |  |  |
| Good (8)  The student outperforms expectations in one or two rubrics. | |  |  |
| Very good (9)  The student outperforms expectations in three or four rubrics. | |  |  |
| Excellent (10)  The student outperforms expectations in all rubrics. | |  |  |
| **Signatures assessment team** | | | |
| First examiner: | |  | |
| Second examiner: | |  | |
| Assessor (if applicable): | |  | |