

## Guidelines for the successful implementation of the practical phases at the DHBW

### – Success factor practical training –

- 1 /** The practical phases are planned deliberately. The students will acquire a broad spectrum of professional knowledge through the assignment of various tasks in several departments.
- 2 /** At an early stage, the departments are informed of the time and duration of their students' practical training as well as their development. They also receive information regarding the qualitative requirements of the practical phases (in accordance with the DHBW model and with regard to the practical phase module description).
- 3 /** The departments provide professionally qualified supervision and sufficient time to instruct the students.
- 4 /** Tasks and project goals are communicated clearly with the students, who are expected to work independently on the elaboration of these projects.
- 5 /** The projects and tasks assigned to the students contribute to personal and professional development and create value for internal and external customers.
- 6 /** Through collaboration, students gain insight into business processes. The entrusted tasks provide scope for one's own initiative, one's own way of thinking and creativity. Increasing complexity and responsibility regarding the presentations of problems (during the practical project) provide students with the opportunity to acquire competence and employability.
- 7 /** The students have a consistent supervisor / coach for the duration of their studies. In regularly scheduled meetings, the students receive feedback for their professional and personal development.
- 8 /** If possible, students spend a practical phase abroad. Ideally, the tasks assigned abroad complement the professional content of the internships in Germany. Special attention is directed to the acquisition of language and intercultural competence.
- 9 /** The students will be integrated into team and experience occupational socialization. In addition to acquiring professional and methodological skills, they learn about occupational standards for successful professional conduct as well as essential rules for effective cooperation and communication.
- 10 /** The supervisors / coaches attend to their students during their last academic year, too, helping them in finding suitable tasks for the preparation of their thesis. Moreover, the supervisors / coaches provide advice for the students regarding the selection of their first position after their graduation. They bring their knowledge of the business environment as well as their acquaintance with the personality and skills of the students to this task, supporting the professional debut for a mutual benefit.