

**Netzwerk zur Entwicklung und Verbreitung eines  
europäischen Wirtschaftsabiturs  
European Business Baccalaureate Diploma  
EuroBacDiploma  
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Development of an ECVET prototype  
as a part of the EBBD portfolio

## Development of an ECVET prototype as a part of the EBBD portfolio

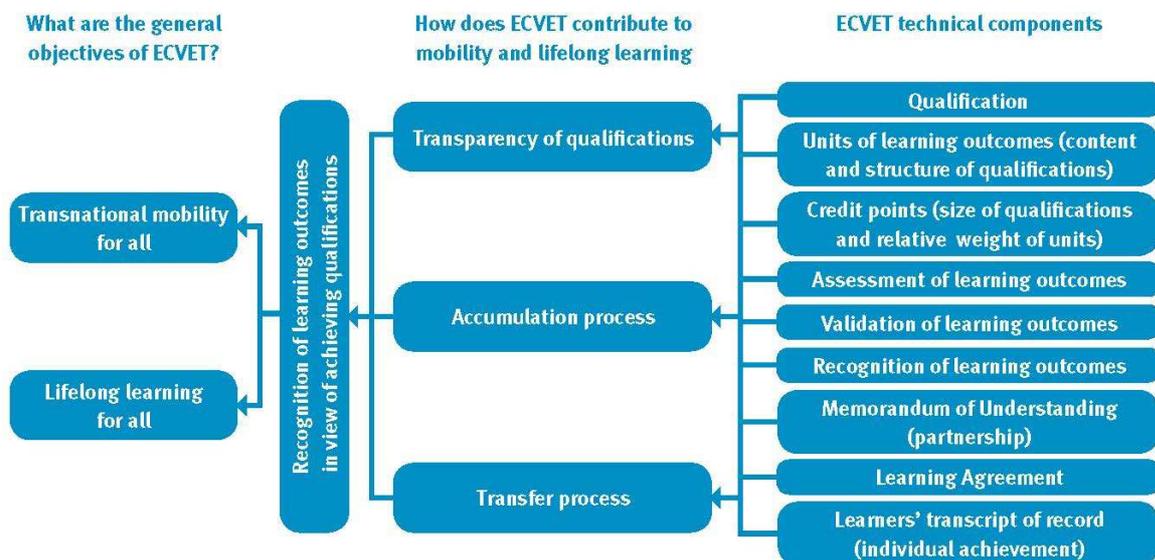
The EBBD portfolio aims at fostering European mobility by creating a certificate *European Business Baccaureate Diploma – EBBD* that is harmonised throughout Europe and that enables the beneficiaries to acquire additional competences in the areas of *economy, Europe, languages* and *mobility*. The portfolio which defines EBBD standards focuses on learning outcomes. These are written as competent abilities from the three perspectives of the European Qualifications Framework (EQF): Knowledge, Skills and Competence mainly on the EQF levels 4 and 5.

National Qualification Frameworks (NQFs) are already in use in 16 member states and the others will start design in the year 2014. ECVET credit points are not yet in use anywhere. Some countries have informed that they will not start conveying ECVET credit points at all and some that they will have them only optionally. By this autumn only Finland has promised to bring the points into use. It will start with all the national Vocational Qualifications during the year 2014.

To increase European mobility of the graduates, flexibility of their learning pathways and transparency of the excellence certificate EBBD the project decided to develop an ECVET prototype for this certificate.

The following figure outlines ECVET objectives and components:<sup>1</sup>

Figure 1 | ECVET objectives and its technical components



The project has collected, adapted and developed different components in its EBBD portfolio. Within this portfolio *competences* were defined leading - in conjunction with the General University Entrance Qualification according to national/regional legislation - to a *qualification* “European Business Baccaureate Diploma – EBBD”. For ECVET purposes these were grouped into *units of learning outcomes*; these are not identical with the *fields of action* in the portfolio as the *units of learning outcomes*

<sup>1</sup>, Source: European Commission (Directorate General Education and Culture) Using ECVET for Geographical Mobility (2012): PART II OF THE ECVET USERS’ GUIDE p.7

focus on application in business life whilst the *fields of action* focus on the target or the perspective of application of the qualification of an EBBD student.

The **portfolio** defines the following *fields of action*:

Learning outcomes of an EBBD graduate in the field of action

**Studying in Europe (S1 – S7)**

- S1: He/She explores possible study programmes in Europe (e.g. Bachelor programmes in business administration or social sciences in a foreign country) and evaluates their risks and potentials for his/her professional development. He/She accomplishes an application process for a study programme in a foreign language.
- S2: He/She plans and organises his/her student life in a European country (e.g. organising a flat or planning a class schedule).
- S3: He/She works in international student groups, communicates effectively in a foreign language and takes responsibilities for the team process as well as for the results (e.g. taking actively part in a student initiative or learning in an international study group).
- S4: He/She is aware of his/her actions being culturally bound, derives consequences for studying in an intercultural setting and executes awareness and respect in intercultural settings (e. g. recognises cultural norms in the contents or the way they are taught or in the relation to the teacher/lecturer).
- S5: He/She applies methods, concepts and procedures of economics and business administration in order to work on learning tasks and study projects in the European context using adequate ICT (e.g. developing a presentation on economic structure of the home country or conducting a student project or a case study on business plans).
- S6: He/She develops an interest in research of socio-economic contexts within Europe (e.g. reads news about socio-economic research and shows curiosity in socio-economic issues in personal and work life).
- S7: He/She recognises the importance of lifelong learning and adjusts his/her actions accordingly (e.g. takes part in additional tutorials or reflects on own strengths and weaknesses and derives consequences).

Learning outcomes of an EBBD graduate in the field of action

**Working in Europe (W1 – W11)**

- W1 He/She searches for adequate working opportunities on the European labour market, applies for suitable jobs and works successfully in an internationally oriented company (e.g. researches in job databases or writes an online-application and manages assessments in a foreign language).
- W2 He/She reflects his/her own strengths and weaknesses regarding the requirements of the European labour market, derives development potentials and finds suitable measures for his/her professional development (e.g. compares own profile with job descriptions and chooses adequate positions or defines own qualifications needs and looks for study and training programmes throughout the EU).
- W3 He/She contributes to intercultural working groups, communicates effectively in a foreign language and acts flexibly following different forms of work organisation. He/She leads small groups with given tasks (e.g. moderates standard meetings in a foreign language or works together with co-workers from other countries of Europe).
- W4 He/She is aware of his/her actions being culturally bound, derives consequences for working in an intercultural setting and executes awareness and respect in intercultural settings (e. g. reflects on implicit rules of doing business or acts according to local roles and hierarchies).
- W5 He/She explores procurement markets in Europe, researches suppliers and supports decisions within procurement marketing (e.g. researches in databases for European companies or asks for offers and compares different offers).
- W6 He/She coordinates resources and their constraints, factors of production and their financing in the European context (e.g. organises logistic processes to transport goods within the EU or develops a financial plan for a business project).
- W7 He/She acquires orders in the European context, derives implications for actions, analyses related information and develops presentations to support decisions (e.g. researches potential market segments, analyses possible key customers).
- W8 He/She supports managerial as well as commercial accounting under consideration of national and international laws. He/She uses procedures adequate in the European context for preparing the data (e.g. structuring information according to the positions of the balance sheet or documents internal information and analyses internal/external key figures).
- W9 He/She documents business concepts and analyses their risks and potentials on European markets (e.g. for a start-up company or for a new product).
- W10 He/She analyses aspects of the economical conditions of European countries and markets to derive potentials for corporate activity (e.g. analyses market trends within a European country or compares the product/service to country-specific customer needs).
- W11 He/She analyses risks and potentials of economic developments in Europe and assesses the impact of international and European institutions, policies and regulations on economic activity (e.g. analyses the impact of a new European certification standard or derives consequences from a European law act).

Learning outcomes of an EBBD graduate in the field of action

**Living in Europe (L1 – L6)**

- L1 He/She knows his/her own strengths and weaknesses in regard to social life in Europe and evaluates them against social requirements. He/She forms his/her own opinion regarding supranational/European topics (e.g. reflects on personal experiences and derives a plan/an idea for his/her future living).
- L2 He/She organises himself/herself in changing contexts, adapts his/her actions and sets his/her own goals and develops strategies to reach them and works together with peers (e.g. has strategies to find relevant information and derives conclusions based on them or recognises the need to organise work in a group differently in order to stay within a given time limit).
- L3 He/She is aware of his/her actions being culturally bound, applies different communication styles and adapts his/her behaviour in an intercultural setting and has ideas to cope with cross-cultural conflicts (e.g. dealing with different understandings of friendship or different customs regarding male-female relationships).
- L4 He/She communicates effectively in a foreign language and copes in everyday life in a European / international setting (e. g. performing daily duties like shopping or communicating with peers).
- L5 He/She is an informed European citizen who accesses, processes and evaluates knowledge relevant to Europe and the wider world, and acts upon it (e. g. reads international news and understands impact on personal decisions or knows characteristics of different European countries and their consequences on living in these countries).
- L6 He/She understands the structure and function of European Institutions and articulates his/her interests and communicates them adequately (e.g. researches an institution and the way to communicate with it or writes a comment/letter to the institution).

The **ECVET prototype** defined the following *units of learning outcomes*:

**Unit 1: Culture and Communication**

Consisting of:

S1 S2 S3 S4 S7 W1 W2 W3 W4 L1 L2 L3 L4

**Unit 2: Business**

Consisting of:

S5 W5 W10 W11 L6

**Unit 3: Financials**

Consisting of:

W6 W8

**Unit 4: Marketing**

Consisting of:

S6 W7 W9 L5

The following chart illustrates the relationship between *fields of action* and *units of learning outcomes*:

Profile of an EBBD graduate Fields of Action		
		
<b>Studying in Europe</b>	<b>Working in Europe</b>	<b>Living in Europe</b>
S1	W1	L1
S2	W2	L2
S3	W3	L3
S4	W4	L4
S5	W5	L5
S6	W6	L6
S7	W7	
	W8	
	W9	
	W10	
	W11	

ECVET Prototype Units of Learning Outcomes			
			
<b>Culture and Communication</b>	<b>Business</b>	<b>Financials</b>	<b>Marketing</b>
S1	S5	W6	S6
S2	W5	W8	W7
S3	W10		W9
S4	W11		L5
S7	L6		
W1			
W2			
W3			
W4			
L1			
L2			
L3			
L4			

The project decided to allocate *ECVET credit points to the overall qualification* “European Business Baccalaureate Diploma”. As this is a new certificate and thus qualification no official value existed. Therefore a reference learning pathway<sup>2</sup> was chosen. In countries like France<sup>3</sup> and Germany<sup>4</sup> a fulltime course leading to an upper-secondary vocational qualification at EQF level 4-5 (including general university entrance qualification) takes 3 years full time VET<sup>5</sup>. Therefore the project decided to allocate **180** ECVET credit points.

To allocate *ECVET credit points to the units of learning outcomes* the project considered two different criteria<sup>6</sup>:

- Importance of unit with regard to job requirements (relevance and importance of the learning outcomes for the professional activities)
- Complexity from the point of view of the learning process.

Concerning the first criterion (importance) the project interviewed representatives of SMEs in different European countries. Most of the interview partners were not able to quantify the importance of the units of learning outcomes as a percentage, but could put them into a sequence of importance.

In a second step then the second criterion (complexity) was applied by teachers from different schools from the project countries. This two-step process led to the following result:

	<i>units of learning outcomes</i>	<b>ECVET CP</b>
<b>Unit 1:</b>	<b>Culture and Communication</b>	<b>60</b>
<b>Unit 2:</b>	<b>Business</b>	<b>50</b>
<b>Unit 3:</b>	<b>Financials</b>	<b>40</b>
<b>Unit 4:</b>	<b>Marketing</b>	<b>30</b>
	$\Sigma$	<b>180</b>

The *Assessment of Learning Outcomes* within the Profile of an EBBD graduate is effected according to the national/regional rules and traditions and are guided by the principle of mutual trust. These rules and traditions exist for the realm of formal learning (e.g. S5 and S6, W5 – W11, L1 –L6). This has consequences for the assessment of the different units of learning outcomes: Some units of learning outcomes are more easily assessed (marked in the visual by a tick ✓) within the formal VET than others (no tick in the visual). This is illustrated in the following visual:

<sup>2</sup> Source: European Commission (Directorate General Education and Culture) The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better: Questions and Answers, (2011): PART I OF THE ECVET USERS' GUIDE, p.74

<sup>3</sup> Source: <http://www.education.gouv.fr/cid2552/le-baccalaureat-professionnel.html> (23 Sep 2013)

<sup>4</sup> E.g.: Northrhine-Westfalia, source:

<http://www.berufsbildung.schulministerium.nrw.de/cms/lehrplaene-und-richtlinien/berufliches-gymnasium/> (23 Sep 2013)

<sup>5</sup> Further information on VET in Europe can be found here:

[http://eacea.ec.europa.eu/education/eurydice/euryedia\\_en.php](http://eacea.ec.europa.eu/education/eurydice/euryedia_en.php) (23 Sep 2013)

<sup>6</sup> Cf. European Commission (Directorate General Education and Culture) The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better: Questions and Answers, (2011): PART I OF THE ECVET USERS' GUIDE, p.75

ECVET Prototype Units of Learning Outcomes			
Culture and Communication	Business	Financials	Marketing
S1	S5 ✓	W6 ✓	S6 ✓
S2	W5 ✓	W8 ✓	W7 ✓
S3	W10 ✓		W9 ✓
S4	W11 ✓		L5 ✓
S7	L6 ✓		
W1			
W2			
W3			
W4			
L1 ✓			
L2 ✓			
L3 ✓			
L4 ✓			

In some European countries some parts of the *unit of learning outcome* “Culture and Communication” is not explicitly assessed by a formal method e.g. a test, exam, presentation, role play etc., but is part of the overall performance of students. In some cases, e.g. S1, the formal education system assumes that it conveys the relevant competence by e.g. integrating soft skills. The success of graduates in real-life situations then proves their competence. The project did not produce assessment criteria applicable throughout the project countries for competences traditionally acquired via informal learning.

The project suggests assessment methods in its portfolio for the assessment of work placements abroad (technical requirement F of the EBBD curriculum) and for simulations/projects (technical requirement G of the EBBD curriculum). The project also recommends the use of further material for assessment that can be found on European<sup>7</sup> and national ECVET<sup>8</sup> information platforms.

The *validation and recognition of learning outcomes* are in the framework of mutual trust among the partner institutions<sup>9</sup>. The project does not recommend to allocate ECVET CP to learning outcomes within units. Nevertheless partner institutions may recognise learning outcomes on a mutual trust basis without giving formal credit points to the learner<sup>10</sup>. Occasions within the learning process leading to the EBBD

<sup>7</sup> E.g. <http://www.your-ecvet.eu/results/> (23 Sep 2013)

<sup>8</sup> E.g. [http://www.ecvet-info.de/de/249.php#Erfassung\\_und\\_Bewertung\\_von\\_Lernergebnissen\\_und\\_Lernergebniseinheiten](http://www.ecvet-info.de/de/249.php#Erfassung_und_Bewertung_von_Lernergebnissen_und_Lernergebniseinheiten) (23 Sep 2013)

<sup>9</sup> Cf. Source: European Commission (Directorate General Education and Culture) Using ECVET for Geographical Mobility (2012): PART II OF THE ECVET USERS' GUIDE p.10

<sup>10</sup> Please note that the formal allocation of credit points to units of learning outcomes (or even single learning outcomes) [ECVET CP] has to be distinguished from credits achieved by an individual learner. “Credit is related to a person and his/her personal achievement, ECVET points are linked to the qualification structure and description independent of whether someone has achieved the qualification or not”. (National Commission for Further and Higher Education (NCFHE) Malta: Vocational Education and Training

could be e.g. CLIL (Technical Requirement E), the work placement abroad (Technical Requirement F) or simulations and projects (Technical Requirement G). Here partner institutions could recognise individual learning outcomes not achieved within the home institution.

The project advises institutions wanting to recognise the EBBD as a whole, units of learning outcomes or single learning outcomes as a basis of transferring this/these to their own qualification system to sign a *Memorandum of Understanding* (MOU) on the basis of the sample published by the Manual for the Conversion of qualifications into the ECVET System (2013)<sup>11</sup>. Due to the diversity of qualification systems in Europe and the very diverse statuses of implementation of the ECVET system in Europe<sup>12</sup> the project decided not to produce a sample MOU tailored for EBBD purposes.

The project did make suggestions for *Learning Agreements* concerning the learning outcomes of the technical requirement Work Placement Abroad (Technical Requirement F of the EBBD profile)<sup>13</sup>. Concerning *learning agreements* for other learning outcomes, units of learning outcomes and the EBBD as a whole the project recommends using the checklist for Learning Agreements published by the European commission 2011<sup>14</sup>.

For purposes of *ECVET CP transfer and accumulation* the learners need a *transcript of records*. Within the framework of the excellence label EBBD the individual learner bears the responsibility for this *transcript of records*. It consists of four parts:

- Details on learner
- Outline of accomplished learning units
- Records of learning outcomes
- Supporting documents (learner's portfolio).

For learner's mobility, e.g. due to the technical requirement work placement abroad (Technical Requirement F), the project uses the *Europass Mobility*.

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(VET) Credit Conversion System: Manual for the Conversion of qualifications into the ECVET System (2013), p.14)

<sup>11</sup> National Commission for Further and Higher Education (NCFHE) Malta: Vocational Education and Training (VET) Credit Conversion System: Manual for the Conversion of qualifications into the ECVET System (2013), appendix 3, p. 89-91

<sup>12</sup> Cf. CEDEFOP Working Papers: Monitoring ECVET implementation strategies in Europe, Luxembourg: Publications Office of the European Union, 2013, p. 3-5

<sup>13</sup> These can be found on the project's webpage <http://www.eurobacdiploma.de/en/project/ebbd-portfolio/documents/>

<sup>14</sup> Cf. European Commission (Directorate General Education and Culture) The European Credit System for Vocational Education and Training ECVET: Get to know ECVET better: Questions and Answers, (2011): PART I OF THE ECVET USERS' GUIDE, p. 52