

EUROPEAN
BUSINESS
BACCALAUREATE
DIPLOMA

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Business Competence in Europe.



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Studying. Working.
Living. In Europe.

Greetings



Christiane Wauschkuhn

The purpose of this brochure is to introduce the additional qualification "European Business BaccaLaureate Diploma" (EBBD) to the interested public. The project partners started developing the underlying concept as early as 2009. Vocational colleges, schools, school administrations and other organisations have agreed to develop and accredit an additional qualification in order to offer optional qualification to students who are striving for a higher education entrance qualification or who have already achieved this qualification.

Obtaining the certificate will not only increase the mobility of graduates but also their labour market opportunities, as the acquisition of business and language skills - integrated in a European context - is being encouraged. At the same time, this will add value to business education. From the stage of conceiving the idea, it became clear that due to the differences between vocational training systems in Europe, it might prove to be difficult to define a common standard. It was necessary to go through a number of coordination processes. The logical next step was to apply for a multilateral Comenius project. I would like to take this opportunity and thank the Education, Audiovisual and Culture Executive Agency (EACEA) for its support and critical input to the project. The Agency's staff was always happy to answer our questions quickly and efficiently.

The results of the project are now available: Competencies for three learning areas have been developed and soft skills integrated. Foreign language competence, work placements abroad, economic simulations and bilingual elements (CLIL) have been brought together into a harmonised curriculum framework.

I would like to extend my special thanks to all our European partners, who have worked hard on the creation of the concept, individual elements of the curriculum, competency standards and certification.

I am convinced that graduates will obtain a sophisticated certificate, which will allow them to stand out, and influence their choice of degree course, profession and career, as it brings together competencies that are typically certified individually (Mobility Pass, European language portfolio, ...). The bundling of the various areas of expertise into one certificate, therefore, demonstrates the standard of excellence. The graduates in turn have shown that they are able to meet the high requirements placed upon them, making them particularly qualified for the European labour market.

I am confident the project will be a great success, and I hope that the EBBD certificate will become a popular and internationally recognised qualification.

Christiane Wauschkuhn

Principal of Rudolf-Rempel-Berufskolleg
Coordinator of the multilateral Comenius project



Ritva Saastimoinen

In some European countries the national education policy is developing in a direction that enables the whole age group to achieve a homogenous secondary school certificate. For secondary level vocational education and training, this has led to two different developments: partly some schools prepare exclusively for further studies and other schools prepare exclusively for work (e.g. in Denmark), partly the minimum standard of learning outcomes is reduced (e.g. in Finland).

When an increasing share of an age group has to achieve the same qualification, the variation in standards is large. In this situation a need has arisen to get and give more and extra recognition to students for their excellent learning outcomes. Moreover, the need to motivate students to achieve excellent results in their studies and growing internationalization have inspired the project partners to create the European Business BaccaLaureate Diploma – EBBD – a special diploma of excellence that offers additional benefits to the graduates.

This means in most European countries for the implementation of EBBD that the standard vocational qualification will be expanded in the field of international competence. The students, who have completed the EBBD Diploma will have good qualifications for further education and for working as professionals in an international environment - abroad and at home.

The mission of the non-profit association EBBD e.V. is to ensure long-term compliance with the quality standards of the certificate of excellence. Schools wanting to hand out the certificate shall set out the implementation of the requirements within the accreditation process. The accreditation is renewed every three years.

The association is open for all organisations offering business education as well as for other interest groups. The members are informed about the EBBD Diploma updates, accredited schools/study programs and the number of given diplomas in different countries.

The goal for the EBBD Diploma is to be available in all European countries in secondary level business education. By increasing the number of the members of the association and the number of accreditations we intend to ensure the continuity and dissemination of the EBBD Diploma. This is why we welcome all communities and people operating in the field of business education to our association to contribute to the future of the EBBD Diploma.

Ritva Saastamoinen Chair of the EBBD e. V.

Manager, External Relations | Helsinki Business College

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Basic Idea

The “**European Business Baccaureate Diploma – EBBD**” provides students having achieved or aiming at a general university entrance qualification at a commercial college to reach a high competence level in the fields of “economy”, “Europe” and “mobility”. These competences form a homogenous standard across Europe and will be accredited as “**European Business Baccaureate Diploma – EBBD**”, thus being a label of excellence which is based on but goes beyond the respective national / regional curricula. The gap between the national/regional curriculum and the EBBD curriculum must be bridged by the educational institutions; related competences must be additionally acquired by the EBBD graduates. The curriculum defines a graduate profile which all participating institutions agree on. This profile can be developed in different manners in different national systems.

In a converging Europe the EBBD, in particular at vocational schools, should promote the development of a standard that assists mobility of graduates and improves their chances for employment. Economy-related education will be evaluated, the transparency of the diploma on a European level will be increased and the motivation to acquire economy-related competences will be promoted.

As a consequence, the introduction of a **European Business Baccaureate Diploma - EBBD** leads to an added value for the economy, for the participating educational institutions and for the graduates. Moreover, it enhances the development of a European area of education in general.



EBBD Portfolio

EBBD CURRICULUM

The following graph outlines the basic structure of the EBBD curriculum.

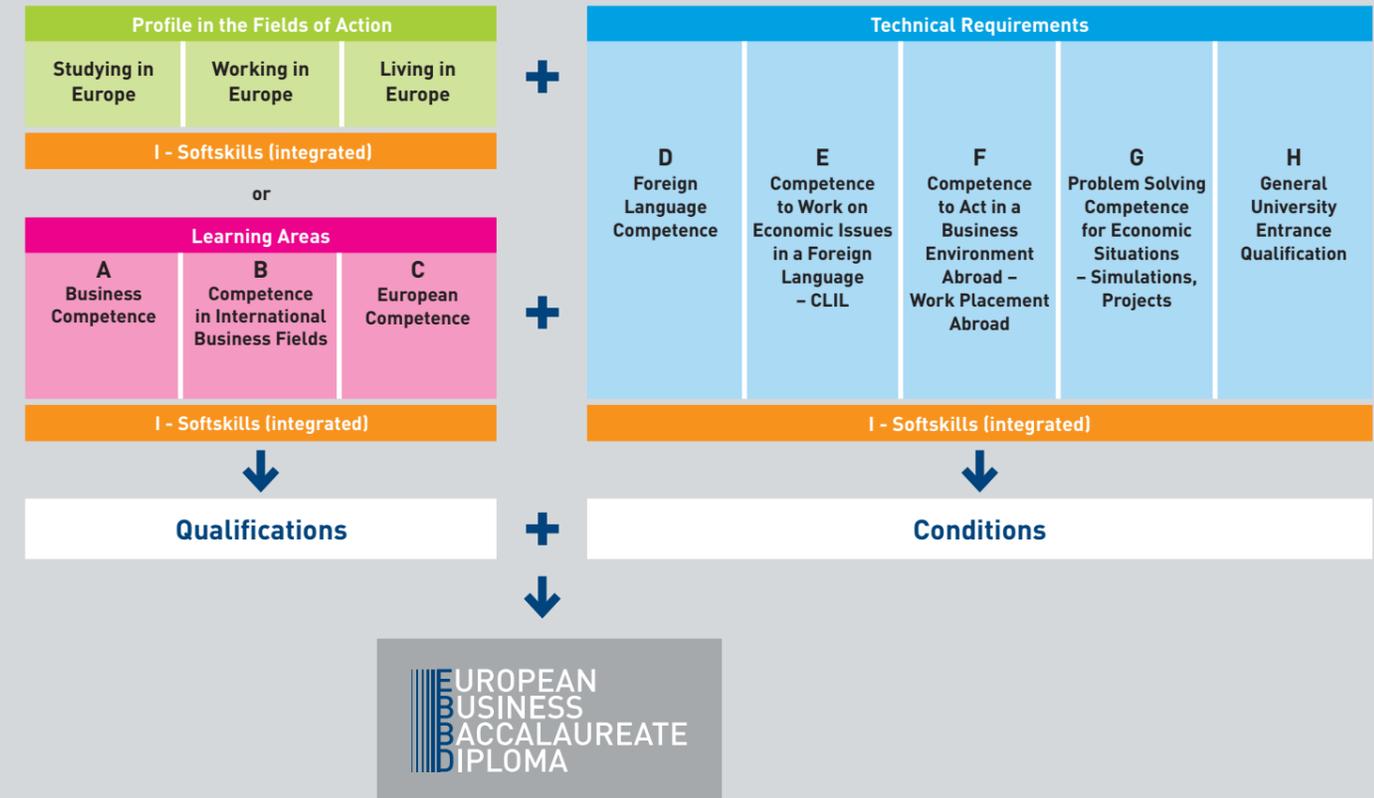
The **profile** describes a successful EBBD-graduate *after* having reached the qualifications of EBBD-standards. Thus, the profile defines the goal or perspective of application of the qualifications of an EBBD-Learner (“competence orientation”, “outcome-orientation”).

The **learning areas** “Business Competence”, “Competence in International Business Fields” and “European Competence” describe competences in different areas seen as necessary to develop the graduate profile.

“Foreign Language Competence”, “CLIL”, “Work Placement Abroad” and “Simulations, Projects” together with the “General University Entrance Qualification” describe **technical requirements** which represent conditions for meeting EBBD-standards.

The **softskills** are integrated into the profile, into the other learning areas resp. technical requirements (“competence orientation”, “outcome-orientation”).

STRUCTURE OF THE EBBD CURRICULUM





PROFILE OF A GRADUATE:

Studying, working and living in Europe

Successful EBBD-graduates achieve particular competences with regard to dealing with issues in business and economics as well as mobility experience within the European socio-economic area.

Thus the EBBD-graduate is able to study, to work and to live within the European socio-economic area.

While "Living in Europe" refers to overarching competences, competences in regard to "Studying in Europe" and "Working in Europe" are linked to the areas of business and economics. Thus e.g. he / she knows his / her own strengths and weaknesses in regard to social **life in Europe** and evaluates them against social requirements. He / She communicates effectively in a foreign language and copes in everyday life in a European / international setting.

If a successful graduate **goes to university** after having achieved his / her university entrance qualification, he/she e.g. applies methods, concepts and procedures of business administration and economics in order to work on learning tasks and study projects in the European context using adequate ICT, plans and organises his / her student life in a European country and recognises the importance of lifelong learning and adjusts his / her actions accordingly.

Successful EBBD-graduates show competence in **vocational contexts** in Europe. Thus he / she searches for adequate working opportunities on the European labour markets, applies for suitable jobs and works successfully in an internationally oriented company. EBBD-graduates are among other things able to:

- Explore procurement markets in Europe,
- Research suppliers and to support decisions within procurement marketing,
- Coordinate resources and their constraints, factors of production and their financing in the European context,
- Acquire orders in a European context, derive implications for actions, analyse related information and develop presentations to support decision-making of the management,
- Support managerial as well as commercial accounting under consideration of national and international laws, and
- Develop business plans and concepts.

LEARNING AREAS:

on the road to a successful graduate

The EBBD-Curriculum consists of the following learning areas A, B and C

Learning Areas		
A Business Competence	B Competence in International Business Fields	C European Competence

The learning areas A, B, C are subdivided into the following learning sub-areas:

A – Business Competence

- **A1:** Business Administration on the European Single Market
- **A2:** Economics on the European and International Market
- **A3:** Business-related Information Processing
- **A4:** National Business Law

B – Competence in International Business Fields

- **B1:** Global Marketing
- **B2:** European Community Law and International Business Law
- **B3:** Accounting including International Aspects
- **B4:** International Taxation Policies

C – European Competence

- **C1:** European Citizenship and European Context
- **C2:** Cross-Cultural Communication and Collaboration

The **learning areas A - C** are described in a competence-based way according to the European Qualification Framework – EQF. Moreover, the **learning area C** is based on the Common Framework for Europe Competence – CFEC.

The following table lists phrases/descriptors which are used to describe the **learning areas A, B and C**



Phrase	includes
Student analyses situations and concepts.	<ul style="list-style-type: none"> • researching • identifying • selecting • structuring • comparing
Student applies methods and procedures.	<ul style="list-style-type: none"> • calculating • transforming • elaborating • creating
Student takes and evaluates decisions.	<ul style="list-style-type: none"> • criticising • reflecting • recommending • reasoning • convincing • defending • negotiating
in an independent and responsible way	

EBBD Portfolio

RELATIONSHIP BETWEEN LEARNING AREAS AND PROFILE

The profile describes a successful EBBD-graduate *after* having reached the qualifications of EBBD-standards. Thus, the profile defines the goal or perspective of application of the qualification of an EBBD-Learner ("outcome-orientation"). To achieve the profile the **learning areas A, B, C** and the **softskills I (integrated)** ought to be necessary.

It is conceivable that this aim can be reached by other means or ways as well ("outcome-orientation").

RELATIONSHIP BETWEEN LEARNING AREAS AND TECHNICAL REQUIREMENTS:

The **technical requirements** represent conditions for meeting EBBD-standards by describing in which way competences are to be developed. The competences described in the **learning areas A, B, C** and **Softskills I (integrated)** partly can be acquired and have to be demonstrated during **foreign language competence (D)**, **CLIL (E)**, **work placement abroad (F)** and **simulations, projects (G)**. The **General University Entrance Qualification (H)** must be acquired or present.



TECHNICAL REQUIREMENTS

The EBBD-Curriculum contains the following **technical requirements D, E, F, G, and H** as minimum conditions for meeting EBBD-standards in terms of how to develop the competences:

Technische Anforderungen				
D Foreign Language Competence	E Competence to Work on Economic Issues in a Foreign Language – CLIL	F Competence to Act in a Business Environment Abroad - Work Placement Abroad	G Problem Solving Competence for Economic Situations – Simulations, Projects	H General University Entrance Qualification

The competences described within the **learning areas A, B, C** and **softskills I (integrated)** will partly be acquired and demonstrated within the **technical requirements D, E, F, G and H**.

D: Competence to communicate in a foreign language

The training of foreign language competence is carried out within the framework of the respective national/regional regulations of the relevant educational institution that participates in the EBBD. The extent of the foreign language competence is measured on the basis of the Common European Framework of Reference for Languages – CEFR. The first foreign language is taught at the level B2, the second at the level B1 of the CEFR.

E: Competence to Work on Economic Issues in a Foreign Language – CLIL

The competences described are to be acquired and demonstrated partly by "Content and Language Integrated Learning" – CLIL. CLIL may be taught either in the first or in the second foreign language.

The standards in CLIL can be reached by means of school lessons in the extent of

- 180 lessons (in case of 60-minutes-lessons) respectively
- 240 lessons (in case of 45-minutes-lessons)

Apart from school lessons, CLIL can be acquired within simulations or projects (technical requirement G) if the first foreign language (B2) or the second foreign language (B1) is required and used.



F: Competence to Act in a Business Environment Abroad – Work Placement Abroad

Work Placement must take place in an organisation abroad within the field of Economics and Administration. Students have to be in different departments/working fields or in one department/working field doing different tasks.

Duration: Generally four weeks
(or longer, but not less than 3 weeks!)
If divided into shorter periods, each period must take at least one week

In exceptional cases a work placement can be completed within an internationally-active organisation in the home country. In this case students have to work or study abroad (not necessarily in the field of Economics and Administration) for a period of at least four weeks in addition to the work placement.

In specific cases the objectives of the work placement abroad can be achieved using other means. These must be illustrated during the accreditation process and be accepted by the accreditation institution.

During the work placement students demonstrate and develop their competences achieved within the learning areas A, B, C and the softskills I (integrated) by applying them in practise. The application of the acquired language competence is desirable.

The work placement is a special opportunity to further develop the EBBD-profile especially in the fields of “working” and “living” in Europe. Therefore students and teachers shall develop an [ECVET]-learning agreement based on the characteristics of the work placement and the potential for development of the student.



G: Problem Solving Competence for Economic Situations – Simulations, Projects

During simulations or projects students demonstrate and develop their competences achieved within the **learning areas A, B, C** and **Softskills I** (integrated) by applying them in a practically-orientated/professional situation.

Simulations and projects are a special opportunity to further develop the EBBD-profile especially in the field of “working in Europe”.

Examples for kinds of simulations:

Stock-Market-Simulation (e.g. The Stock Market Learning of the savings banks), Business Case Scenario, Students enterprise, Training Company, Practical Projects.

H: General University Entrance Qualification according to the regulations of the respective national or regional education system

Students acquire or have acquired a general university entrance qualification according to the regulations of the respective national or local education system relevant for the institution taking part in EBBD.



SOFTSKILLS

I: Softskills (integrated)

The soft skills are acquired by the graduates in the learning areas, whilst working in foreign languages, on economic tasks in a foreign language – CLIL, during the work placement abroad and in simulations and projects. Especially the following skills are acquired:

- I 1: Leadership
- I 2: Team work
- I 3: Professional communication
- I 4: Problem solving
- I 5: Time management
- I 6: Personal development
- I 7: Conflict management
- I 8: Stress management



EBBD Portfolio

STANDARDS

	Criteria	Requirement	Time Dimension
specifications of profile	S1-S7: Studying in Europe	Enabling graduates to study, work and live in Europe. Details can be found in the EBBD-curriculum in the item 2	for profile: 2,000 hours student workload
	W1-W11: Working in Europe		
	L1-L6: Living in Europe		
learning sub-areas	A1: Business Administration on the European Single Market	Learning areas to achieve business competence. Details can be found in the EBBD-curriculum in the item 3.2	for learning sub-areas A1 – C2: 720 lessons (in case of 60-minutes-lessons) resp. 960 lessons (in case of 45-minutes-lessons)
	A2: Economics on the European and International Market		
	A3: Business-related Information Processing		
	A4: National Business Law		
	B1: Global Marketing	Learning areas to achieve competence in international business fields.	
	B2: European Community Law and International Business Law	Details can be found in the EBBD-curriculum in the item 3.3	
	B3: Accounting including International Aspects	An institution offering EBBD may decide to provide only 2 learning sub-areas out of the 4 learning sub-areas B1,B2, B3 and B4.	
	B4: International Taxation Policies	However, the EBBD-profile must be achieved.	
	C1: European Citizenship and European Context	Learning areas to achieve competence in European contexts.	
C2: Cross-Cultural Communication and Collaboration	Details can be found in the EBBD-curriculum in the item 3.4		



	Criteria	Requirement	Time Dimension
Technische Anforderungen	D1: First Foreign Language	Learning areas to achieve competence in foreign language competence on level B2 (CEFR). Details can be found in the EBBD-curriculum in the item 4.2.	
	D2: Second Foreign Language	Learning areas to achieve competence in foreign language competence on level B1 (CEFR). Details can be found in the EBBD-curriculum in the item 4.2.	
	E: CLIL – Content and Language Integrated Learning	Details can be found in the EBBD-curriculum in the items 2 and 4.3. resp. the specifications of the profile S3, S4, W3 and W4	at least 180 lessons (in case of 60-minutes-lessons) resp. at least 240 lessons (in case of 45-minutes-lessons) or corresponding means In case lessons in CLIL exceed the requested minimum the exceeding amount of lessons counts for the learning sub-areas A1– C2.
	F: Work Placement Abroad	Details can be found in the EBBD-curriculum in the items 2 and 4.4: at least 2 of the specifications of "working in Europe" (W1-W11) and at least 2 of the specifications of "living in Europe" (L1-L6) 1. (ECVET-)Learning agreement 2. Report 3. Europass Mobility 4. Assessment of employer 5. Student's self-assessment As performance records	Generally four weeks (or longer, but not less than 3 weeks)
	G: Simulations, Projects	Details can be found in the EBBD-curriculum in the item 4.5 At least 2 of the specifications of "working in Europe" (W5-W11) must be achieved. Documented by the following performance records: 1. Documentation of single stages during simulation / project 2. Presentation of proceeding and result of simulation / project 3. Reflection by means of self-assessment	
	H: General University Entrance Qualification	according to the rules of the respective national or regional education system	
	I: Softskills	These are integrated into the profile or the learning areas A, B and C and also in the technical requirements D - H. Special courses (e.g. training methods) are thinkable as well. Details can be found in the EBBD-curriculum in the item 5.	



ACCREDITATION AND CERTIFICATION

Procedure

Generally there are at present (status: 01 April 2013) two accreditation possibilities as “EBBD school”:

1. By an official governmental institution, e.g. a ministry of the respective state or respective region.
2. By the non-profit NGO EBBD e.V. from Germany. This organisation guarantees the sustainability of implementation and dissemination of the “**European BaccaLaureate Diploma – EBBD**” within educational institutions in European countries after the multilateral Comenius project has ended.

The main target group for accreditation are vocational schools/business colleges which want to enable their students to receive the EBBD certificate.

In the medium term also other educational institutions, which are able to offer EBBD-modules, should be incorporated, e.g. language schools or universities.

The kick-off for “EBBD schools” is scheduled for the school year 2013/2014, when the EU project has ended after three years (October 2010 – September 2013). There is however the possibility to test the EBBD during the duration of the EU-project by applying to be accredited as an “EBBD pilot school”.

Accreditation steps as “EBBD pilot school” (until 30 Sep 2013):

» Please download our letter of interest from our homepage www.eurobacdiploma.eu, fill it in, sign it by the legal representative of your educational institution and send it to

Rudolf-Rempel-Berufskolleg

Koordinator EBBD

An der Rosenhöhe 5

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» The project then will either give you corresponding hints on how to optimise or will send you the document “Verification”, further hints and our application form. With this document you can prove that you fulfil EBBD-(pilot school-) standards and can apply for a certification as EBBD pilot school.

» After 30 Sep 2013 please turn to EBBD e.V. in Germany.

Further information

Further information can be found on the homepage of the multilateral Comenius project „**Netzwerk zur Entwicklung und Verbreitung eines europäischen Wirtschaftsabiturs - European Business BaccaLaureate Diploma**“: www.eurobacdiploma.eu. Here you can find information on the project development, interesting events, on the accreditation process, the certificate and manifold material like e.g. flyers, the current, authorised version of the entire portfolio and certification material. Please don't hesitate to contact us:

info@eurobacdiploma.eu.



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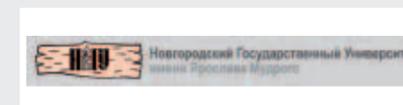
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