

**Student's self reflection regarding simulation / project within European Business Baccalaureate Diploma**

*For the demo version of this document please scroll to page 8.*

This form can be used for self reflection as well as for assessment by teacher / mentor of the simulation

**At least one learning outcome of each learning area (A, B, C)**

**If a specific item does not apply, simply leave it out and do not fill in the particular boxes.**

|          | Working on the learning areas                         | Kind of learning outcome | Number of soft skills(1-10) | Self assessment/ Self reflection |   |    | Assessment by teacher / mentor |   |    |
|----------|---|--------------------------|-----------------------------|----------------------------------|---|----|--------------------------------|---|----|
|          |   |                          |                             | -                                | + | ++ | -                              | + | ++ |
| <b>A</b> | <b>A Business Competence</b>                          |                          |                             |                                  |   |    |                                |   |    |
| 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>B</b> | <b>B Competence in International Business Fields</b>  |                          |                             |                                  |   |    |                                |   |    |
| B1       | Global Marketing                                      |                          |                             |                                  |   |    |                                |   |    |
| B2       | European Community Law and International Business Law |                          |                             |                                  |   |    |                                |   |    |
| B3       | Accounting including International Aspects            |                          |                             |                                  |   |    |                                |   |    |
| B4       | International Taxation Policies                       |                          |                             |                                  |   |    |                                |   |    |
| <b>C</b> | <b>C European Competence</b>                          |                          |                             |                                  |   |    |                                |   |    |
| C1       | European Citizenship and European Context             |                          |                             |                                  |   |    |                                |   |    |
| C2       | Cross-Cultural Communication and Collaboration        |                          |                             |                                  |   |    |                                |   |    |

Fill in this table only if applicable (e.g. if no foreign language was used during the simulation / project this aspect does not apply).

If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

| D | Development of Foreign Language Competence                                    | Kind of competence | Number of soft skills(1-10) | Self assessment / Self reflection |   |    | Assessment by teacher / mentor |   |    |
|---|---|--------------------|-----------------------------|-----------------------------------|---|----|--------------------------------|---|----|
|   |   |                    |                             | -                                 | + | ++ | -                              | + | ++ |
|   | <b>First Foreign Language, applied during simulation (B2), if applicable</b>  |                    |                             |                                   |   |    |                                |   |    |
|   | listening   |                    |                             |                                   |   |    |                                |   |    |
|   | reading   |                    |                             |                                   |   |    |                                |   |    |
|   | spoken interaction  |                    |                             |                                   |   |    |                                |   |    |
|   | spoken production   |                    |                             |                                   |   |    |                                |   |    |
|   | writing   |                    |                             |                                   |   |    |                                |   |    |
|   | <b>Second Foreign Language, applied during simulation (B1), if applicable</b> |                    |                             |                                   |   |    |                                |   |    |
|   | listening   |                    |                             |                                   |   |    |                                |   |    |
|   | reading   |                    |                             |                                   |   |    |                                |   |    |
|   | spoken interaction  |                    |                             |                                   |   |    |                                |   |    |
|   | spoken production   |                    |                             |                                   |   |    |                                |   |    |
|   | writing   |                    |                             |                                   |   |    |                                |   |    |

Measuring the achievement of foreign language competence is based on the Common European Framework of Reference for Languages - CEFR.

|  |   |   |  |   |
|--|---|---|--|---|
| <b>D1</b>  | <b>First Foreign Language</b>   |   |  |   |
|  | <b>Description of level B2 according to CEFR:</b>   |   |  |   |
| <b>Understanding</b>   |   | <b>Speaking</b>   |  |   |
| <b>Listening</b>   | <b>Reading</b>  | <b>Spoken interaction</b>   | <b>Spoken production</b>   |   |
| I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. |

Source (and further information): <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

|   |   |  |  |  |
|---|---|--|--|--|
| <b>D2</b>   | <b>Second Foreign Language</b>  |  |  |  |
|   | <b>Description of level B1 according to CEFR:</b>   |  |  |  |
| <b>Understanding</b>  |   | <b>Speaking</b>  |  |  |
| <b>Listening</b>  | <b>Reading</b>  | <b>Spoken interaction</b>  | <b>Spoken production</b>   |  |
| I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. |

Source (and further information): <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

**If a specific item does not apply, simply leave it out and do not tick the assessment box.**

| Development of Soft skills |   |  | self assessment |   |    | Assessment from the company |   |    |
|----------------------------|---|--|-----------------|---|----|-----------------------------|---|----|
|                            |   |  | -               | + | ++ | -                           | + | ++ |
| 1                          | Team work                                     | He/she shows competence to actively participate as a member on a team, to understand the roles of the team members, to communicate within the team, and to collaborate in order to accomplish team tasks.                      |                 |   |    |                             |   |    |
| 2                          | Written and verbal professional communication | He/she shows competence to communicate adequately in both oral and written situations, to respect the rules of formal communication, and to design communication materials.  |                 |   |    |                             |   |    |
| 3                          | Critical and creative problem-solving         | He/she shows competence to identify problems and problematic situations, to generate problem solving strategies, to evaluate different alternatives, to implement a strategy and to evaluate individual processes and results. |                 |   |    |                             |   |    |
| 4                          | Planning and time management                  | He/she shows competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments, and to organize one's own time.   |                 |   |    |                             |   |    |
| 5                          | Flexibility, Resilience, and Adaptability     | He/she shows competence necessary to adapt to the ever changing work environment and to the linguistic, cultural and methodological differences in various European contexts.  |                 |   |    |                             |   |    |
| 6                          | Thinking critically and analytically          | He/she shows competence to assess a situation, to amass the necessary information, to find several perspectives, and to recognise key issues.  |                 |   |    |                             |   |    |
| 7                          | Decision making                               | He/she shows competence to make individual decisions related to studying, working, and living in Europe.   |                 |   |    |                             |   |    |
| 8                          | Responsibility, Work ethic, and Reliability   | He/she shows competence to meet deadlines, to work punctually, and to comprehend and demonstrate ethical conduct in the workplace.   |                 |   |    |                             |   |    |
| 9                          | Literacy and numeracy                         | He/she shows competence necessary to understand and create written documents and the capacity for quantitative thought related to studying, working, and living in Europe.   |                 |   |    |                             |   |    |
| 10                         | Personal development and reflective practice  | He/she shows competence to reflect on one's own strengths and weaknesses, to develop one's own plans, to reflect on one's own actions and their impacts in order to foster lifelong learning.                                  |                 |   |    |                             |   |    |

**At least two of the learning outcomes (W5-W11) from the profile of an EBBD-graduate within the field of action *Working in Europe* have to be promoted.**

| W   | Achievement of the profile of an EBBD-graduate within the area <i>Working in Europe</i>  | promoted by<br>kind of learning outcome | not applicable |
|-----|--|---|----------------|
| 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. (Critical and creative problem solving and planning and time management, literacy and numeracy are relevant soft skills in this context.)  |   |                |
|     | 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. (Planning and time management, responsibility, work ethic and reliability are particularly important here.)  |   |                |
| 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. (Soft skills regarding critical and creative problem solving and planning and time management are applied in this context.)   |   |                |
| 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. (Critical and creative problem solving, planning and time management, literacy and numeracy, responsibility, work ethic and reliability are especially important.) |   |                |
| 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. (Acquired soft skills regarding critical and creative problem solving and planning, time management, responsibility, work ethic and reliability are relevant in this context.)  |   |                |
| 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. Soft skills for critical problem solving and planning and time management are applied.  |   |                |
| 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. (Critical and creative problem solving and planning and time management are particularly relevant.)   |   |                |

## Student's self reflection regarding simulation / project within European Business Bacallaureate Diploma

This form can be used for self reflection as well as for assessment by teacher / mentor of the simulation

### Demo version for Stock Market learning of the Savings Banks

At least one learning outcome of each learning area (A, B, C)

If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

|          | Working on the learning areas                         | Kind of learning outcome  | Number of soft skills(1-10) | Self assessment/ Self reflection |   |    | Assessment by teacher / mentor |   |    |
|----------|---|---|-----------------------------|----------------------------------|---|----|--------------------------------|---|----|
|          |   |   |                             | -                                | + | ++ | -                              | + | ++ |
| <b>A</b> | <b>A Business Competence</b>                          |   |                             |                                  |   |    |                                |   |    |
| A1       | Business Administration on the European Single Market |   |                             |                                  |   |    |                                |   |    |
| A2       | Economics on the European and International Market    | He/she analyses the pricing at the stock exchange in an independent and responsible way.  | 3                           |                                  | X |    |                                |   | X  |
| A3       | Business-related Information Processing               | He/she uses the internet for data research in an independent and responsible way.   | 3                           |                                  | X |    |                                | X |    |
| A4       | National Business law                                 |   |                             |                                  |   |    |                                |   |    |
| <b>B</b> | <b>B Competence in International Business Fields</b>  |   |                             |                                  |   |    |                                |   |    |
| B1       | Global Marketing                                      | He/she analyses the market situation of international companies and derives decisions for investment strategies within the team in due time.  | 1, 2, 4, 5, 8               |                                  | X |    |                                | X |    |
| B2       | European Community Law and International Business Law |   |                             |                                  |   |    |                                |   |    |
| B3       | Accounting including International Aspects            | He/she analyses information given by balance sheets and income statements of companies as a basis for investment decisions taken by the team. | 1, 2, 5, 8                  |                                  | X |    |                                | X |    |
| B4       | International Taxation Policies                       |   |                             |                                  |   |    |                                |   |    |
| <b>C</b> | <b>C European Competence</b>                          |   |                             |                                  |   |    |                                |   |    |

|    |  |  |            |  |   |   |  |   |  |
|----|--|--|------------|--|---|---|--|---|--|
| C1 | European Citizenship and European Context      | He/she analyses structures and policies of the EU and can explain its impact on the stock market.  | 3          |  |   | X |  | X |  |
| C2 | Cross-Cultural Communication and Collaboration | He/she analyses cultural differences among international companies with regard to their commitment to sustainability and derives investment decisions within the team. | 1, 2, 5, 8 |  | X |   |  | X |  |

Fill in this table only if applicable (e.g. if no foreign language was used during the simulation / project this aspect does not apply).

If a specific item does not apply, simply leave it out and do not fill in the particular boxes.

| D | Development of Foreign Language Competence                                    | Kind of competence  | Number of soft skills(1-10) | Self assessment / Self reflection |   |    | Assessment by teacher / mentor |   |    |
|---|---|---|-----------------------------|-----------------------------------|---|----|--------------------------------|---|----|
|   |   |   |                             | -                                 | + | ++ | -                              | + | ++ |
|   | <b>First Foreign Language, applied during simulation (B2), if applicable</b>  |   |                             |                                   |   |    |                                |   |    |
|   | listening   | He / She can understand stock market related discussions.   | 2                           |                                   | X |    |                                | X |    |
|   | reading   | He / she can read information and charts regarding the stock exchange.                            | 2                           |                                   | X |    |                                | X |    |
|   | spoken interaction  | He / She can interact with classmates in the foreign language concerning stock market activities. | 1, 2, 5, 8                  |                                   | X |    | X                              |   |    |
|   | spoken production   | He / She can present stock market related descriptions and viewpoints.                            | 1, 2, 8                     |                                   | X |    |                                | X |    |
|   | writing   | He / She can write orders for buying/selling shares.  | 13, 14, 15                  |                                   |   | X  |                                |   | X  |
|   | <b>Second Foreign Language, applied during simulation (B1), if applicable</b> |   |                             |                                   |   |    |                                |   |    |
|   | listening   | He / She can understand stock market related discussions.   | 2                           |                                   | X |    |                                | X |    |
|   | reading   | He / she can read information and charts regarding the stock exchange.                            | 2                           |                                   | X |    |                                | X |    |
|   | spoken interaction  | He / She can interact with classmates in the foreign language concerning                          | 1, 2, 5, 8                  |                                   | X |    |                                | X |    |

|  |                   |  |         |   |   |  |  |   |
|--|-------------------|--|---------|---|---|--|--|---|
|  |                   | stock market activities.   |         |   |   |  |  |   |
|  | spoken production | He / She can present stock market related descriptions and viewpoints. | 1, 5, 8 | X |   |  |  | X |
|  | writing           | He / She can write orders for buying/selling shares.                   | 2, 3, 4 |   | X |  |  | X |

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|  |   |   |  |   |
|--|---|---|--|---|
| D1   | First Foreign Language  |   |  |   |
|  | Description of level B2 according to CEFR:  |   |  |   |
| Understanding  |   | Speaking  |  |   |
| Listening  | Reading   | Spoken interaction  | Spoken production  |   |
| I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. |

Source (and further information): <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

|   |   |  |  |  |
|---|---|--|--|--|
| <b>D2</b>   | <b>Second Foreign Language</b>  |  |  |  |
|   | <b>Description of level B1 according to CEFR:</b>   |  |  |  |
| <b>Understanding</b>  |   | <b>Speaking</b>  |  |  |
| <b>Listening</b>  | <b>Reading</b>  | <b>Spoken interaction</b>  | <b>Spoken production</b>   |  |
| I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. |  |
| I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.  |   |  |  |  |

Source (and further information): <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

**If a specific item does not apply, simply leave it out and do not tick the assessment box.**

| Development of Soft skills |   |  | self assessment |                                     |    | Assessment from the company         |                                     |                                     |
|----------------------------|---|--|-----------------|-------------------------------------|----|-------------------------------------|-------------------------------------|-------------------------------------|
|                            |   |  | -               | +                                   | ++ | -                                   | +                                   | ++                                  |
| 1                          | Team work                                     | He/she shows competence to actively participate as a member on a team, to understand the roles of the team members, to communicate within the team, and to collaborate in order to accomplish team tasks.                      |                 | <input checked="" type="checkbox"/> |    | <input checked="" type="checkbox"/> |                                     |                                     |
| 2                          | Written and verbal professional communication | He/she shows competence to communicate adequately in both oral and written situations, to respect the rules of formal communication, and to design communication materials.  |                 | <input checked="" type="checkbox"/> |    | <input checked="" type="checkbox"/> |                                     |                                     |
| 3                          | Critical and creative problem-solving         | He/she shows competence to identify problems and problematic situations, to generate problem solving strategies, to evaluate different alternatives, to implement a strategy and to evaluate individual processes and results. |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |
| 4                          | Planning and time management                  | He/she shows competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments, and to organize one's own time.   |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |
| 5                          | Flexibility, Resilience, and Adaptability     | He/she shows competence necessary to adapt to the ever changing work environment and to the linguistic, cultural and methodological differences in various European contexts.  |                 | <input checked="" type="checkbox"/> |    |                                     |                                     | <input checked="" type="checkbox"/> |
| 6                          | Thinking critically and analytically          | He/she shows competence to assess a situation, to amass the necessary information, to find several perspectives, and to recognise key issues.  |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |
| 7                          | Decision making                               | He/she shows competence to make individual decisions related to studying, working, and living in Europe.   |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |
| 8                          | Responsibility, Work ethic, and Reliability   | He/she shows competence to meet deadlines, to work punctually, and to comprehend and demonstrate ethical conduct in the workplace.   |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |
| 9                          | Literacy and numeracy                         | He/she shows competence necessary to understand and create written documents and the capacity for quantitative thought related to studying, working, and living in Europe.   |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |
| 10                         | Personal development and reflective practice  | He/she shows competence to reflect on one's own strengths and weaknesses, to develop one's own plans, to reflect on one's own actions and their impacts in order to foster lifelong learning.                                  |                 | <input checked="" type="checkbox"/> |    |                                     | <input checked="" type="checkbox"/> |                                     |

**At least two of the learning outcomes (W5-W11) from the profile of an EBBD-graduate within the field of action *Working in Europe* have to be promoted.**

| W   | Achievement of the profile of an EBBD-graduate within the area <i>Working in Europe</i>  | promoted by<br>kind of learning outcome  | not applicable |
|-----|--|--|----------------|
| 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. (Critical and creative problem solving and planning and time management, literacy and numeracy are relevant soft skills in this context.)  |  | x              |
| 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. (Planning and time management, responsibility, work ethic and reliability are particularly important here.)  |  | x              |
| 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. (Soft skills regarding critical and creative problem solving and planning and time management are applied in this context.)   |  | x              |
| 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. (Critical and creative problem solving, planning and time management, literacy and numeracy, responsibility, work ethic and reliability are especially important.) |  | x              |
| 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. (Acquired soft skills regarding critical and creative problem solving and planning, time management, responsibility, work ethic and reliability are relevant in this context.)  | He / She analyses the market situation of international companies and derives decisions for investment strategies within the team in due time. |                |
| 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. Soft skills for critical problem solving and planning and time management are applied.  |  | x              |
| 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   | He / She analyses structures and policies of the EU and can explain its impact on the stock market.  |                |

|  |   |  |  |
|--|---|--|--|
|  | European law act. (Critical and creative problem solving and planning and time management are particularly relevant.) |  |  |
|--|---|--|--|