

## **Documentation of single phases during simulation / project within EBBD**

*For the demo version of this document please scroll to page 9.*

For reasons of better legibility only the term “simulation” is used in the following text.

Designation of the simulation:	
	Business Case Scenario
	Stock-Market-Simulation
	Students enterprise
	Training company
	Practical Project
	Other:
Duration of the simulation in days and hours:	
Location of the simulation:	
Working language during the simulation:	
General objective of the simulation:	
Process of the simulation in the following phases: (e.g.: <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Research</li> <li>- Developing of (a) work product(s)</li> <li>- Presentation of results)</li> </ul>	

**The following learning outcomes and competences within EBBD standards will be promoted in the framework of this simulation:**

**(see explanations on the following page):**

		Attachment to single phase(s) of the simulation

## Explanation

### Learning outcomes and competences to be achieved

The education of students within EBBD standards involve the promotion of business administration, economics, foreign language and Europe-related qualifications and competences, which are supported and completed by a simulation.

In this way, EBBD-students are qualified to study, work and live in the European Economic Area. The purpose of this simulation is therefore that the students use and advance their vocational and personal qualifications and competences in a simulation.

**Hence, during the simulation the following learning outcomes and competences have to be promoted:**

- Appropriate aspects of vocational learning outcomes from the learning areas in accordance to EBBD standards – at least one learning outcome from each learning area (A, B, C)
- Foreign Language Competences (D), if applicable
- Appropriate aspects of personal competences as an expression for having soft skills within EBBD-standards
- 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.

## **Learning Areas A, B, C for vocational learning outcomes with EBBD standards and Foreign Language Competence**

### **A – Business Competence**

- **A1: Business Administration on the European Single Market**
  - Procurement
  - Goods and Services
  - Marketing
  - Human Resources and Organisation
  - Accounting, Investment and Financing
- **A2: Economics on the European and International Market**
  - Economic Circuit + National Accounts
  - Pricing
  - Aims of Economic Policy
  - Economic Cycle
  - Globalisation
- **A3: Business-related Information Processing**
  - Internet
  - Presentation Programs
  - Text Programs
  - Spreadsheet Programs
  - Information Security
- **A4: National Business Law**
  - Legal Forms
  - Contract Law
  - Product Liability
  - Competition Law
  - Employees' Rights

### **B – Competence in International Business Fields**

- **B1: Global Marketing**
  - Market Research
  - Marketing Mix
  - Transport (Incoterms)
  - Risks in International Trade (d/p, l/c)
- **B2: European Community Law and International Business Law**
  - European Community Law
  - Contract Law
  - Product Liability
  - Competition Law
  - Employees' Rights / Freedom of Movement
- **B3: Accounting including International Aspects**
  - Financial (External) Accounting
  - Annual Financial Statements
  - Ratios for Analysing
  - Cost and Activity Accounting (Internal Accounting)
  - Controlling
- **B4: International Taxation Policies**
  - Company Taxation
  - Value Added Tax (VAT)

## **C – European Competence**

- **C1: European Citizenship and European Context**
  - European Countries
  - EU-Institutions and Structures
- **C2: Cross-Cultural Communication and Collaboration**
  - Culture
  - Cultural Differences

## **D - Foreign Language Competence**

### **Soft skills as an expression for personal competence within EBBD standards**

1. Team work: 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: 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: 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: 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: The competences 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: Competence to assess a situation, to amass the necessary information, to find several perspectives, and to recognize key issues.
7. Decision making: Competence to make individual decisions related to studying, working, and living in Europe.
8. Responsibility, Work ethic, and Reliability: The competences to meet deadlines, to work punctually, and to comprehend and demonstrate ethical conduct in the workplace.
9. Literacy and numeracy: The competences 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: The competences 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.

## **Learning outcomes (W5-W11) of an EBBD graduate in the field of action *Working in Europe***

### Students and adult learners

- 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.)
- 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.)
- 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.)

## Documentation of single phases during simulation / project within EBBD

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### Demo version of the Stock Market Learning of the savings banks

Designation of the simulation:	The Stock Market Learning of the savings banks	
	Business Case Scenario	
	Stock-Market-Simulation	x
	Students enterprise	
	Training company	
	Practical Project	
	Other:	
Duration of the simulation in days and hours:	Period of time: 10 weeks (1 <sup>st</sup> October – 11 <sup>th</sup> December 2013) Teaching time: 10 x 1 hour Self-organised learning: 10 x 1 hour	
Location of the simulation:	in class: (Business Administration – focus on Europe, in English language) and in self-organised student working groups outside of teaching times	
Working language during the simulation:	English	
General objective of the simulation:	Increase of virtual seed capital by buying and selling securities (shares, fixed-income investment funds) that are balanced twice a day with real stock exchange prices. In doing so, the students use professional competences they gained in class in the field of “Stock market and Securities”. They deepen and prove these competences by taking active part in the stock market and organizing themselves in their team of 4 to 6 persons in an independent way.	
Process of the simulation in the following phases:	1. Introduction - Information about the Stock Market Learning	

<p>(e.g.:</p> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Research</li> <li>- Developing of (a) work product(s)</li> <li>- Presentation of results)</li> </ul>	<ul style="list-style-type: none"> <li>- Development of investment strategies and organisation of group work</li> </ul> <p>2. Research</p> <ul style="list-style-type: none"> <li>- Continuous research on current developments of companies and stock exchange</li> <li>- Analysis of current data</li> </ul> <p>3. Preparation of work products</p> <ul style="list-style-type: none"> <li>- Issuing instructions on basis of research results and group voting processes</li> <li>- Processing of enclosed teaching material for general and current stock market related issues</li> </ul> <p>4. Presentation of results</p> <ul style="list-style-type: none"> <li>- Presentation of the course of action (strategy, team organisation)</li> <li>- Demonstration of the work result / of work results</li> <li>- Evaluation of work process, work result and acquisition of competences using "cobweb"</li> </ul>
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**The following learning outcomes and competences within EBBD standards will be promoted in the framework of this simulation:  
(see explanations on the following page):**

		Attachment to single phase(s) of the simulation
	A2: Pricing, economic cycle, globalisation	2., 3.
	A3: Internet	2., 3.
	B1: Market situations in an international context	2., 3.
	B3: Balance sheet and P/L statement	2., 3.
	C1: EU-structures	2., 3.
	C3: Cultural differences	2., 3.
	Reading	1., 2., 3.
	Spoken production	2., 3., 4.
	1. Team work	1., 3.
	3. Critical and creative problem-solving	1., 3., 4.
	7. Decision making	1., 3.
	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).	2.
	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).	2.

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