Recommendations

For Practice Enterprise Curriculum/Module Improvement

Recommendations for Practice Enterprise Curriculum/Module Improvement

Authors:
Hristo Mavrudiev
Rima Baciulyte

Reviewers:
Elisabeth Riebenbauer
Valentina Beretta
Scott Mitchell
Marius Ignatonis
Sigute Ezerskiene

Table of Contents

HEIPNET

Recommendations for Practice Enterprise Curriculum/Module Improvement

Introduction and Concept overview

The development of Recommendations for Practice Enterprise Curriculum/Module Improvement and the inclusion in the presented material is motivated by the need to share the experience gained from the various higher education institutions in the individual countries and to make it available to all stakeholders. The experience in this direction is not ideal, although there are some countries that have many years of practical implementation. The presented material aims to support the development and dissemination of education through Practice Enterprise (PE) in higher education institutions in different levels of education - bachelor and master. All the information provided in these recommendations is based on current curricula applied by different universities from different countries, as follows:

- Vilniaus kolegija/University of Applied sciences (VIKO) Lithuania: International Business, International Trade, Tourism management, Advertising management, Creativity and Innovations, Enterprise Administration, Hotel and Restaurant Administration.

- Klaipeda State University of Applied Sciences, (KVK) Lithuania: Transport Logistics, Automobiles Transport Engineering, Food Technologies, Tourism, Business, Finances, Accounting, Administration of Institutions and Companies.

- University of Pavia (UNIPV) Italy: Economics.

- University of Graz (UNIGRAZ): Business.

- University of National and World Economy (UNWE) Bulgaria: Accounting.

A country's economic development depends on competitive features and active participation in business. In this context, the economic education and understanding of business training starting from the early years is very important. Students should gain high level competencies that would allow them to be flexible, adaptable and competitive in the labour market. They have a good opportunity to acquire necessary skills or improve existing ones while working in a Practice Enterprise.

The purpose of the practical programme is to develop practical entrepreneurial skills while working in a PE by reproducing a real company's operations to organize, plan and control the operations of creation, company and their departments, to manage personnel records, to organize work with customers, to manage flows of information, to get acquainted with accounting software.

PE contributes to entrepreneurship education by giving students an understanding of how to organize company performance, develop teamwork skills, providinge practical work while studying

knowledge, as well as by teaching students to work with real documentation, properly work with the office equipment and software and empower them to gain hands-on business experience.

A PE resembles a real company in its form, and it trades with other companies in the PE market, but products and services are simulated. Trading with other PE is an essential component of the concept. Practice Enterprises trade with each other in a closed economy (international PE market coordinated by PEN Worldwide in partnership with national Central Offices and with local education and training institutions) according to strict commercial principles. The global Practice Enterprise network consists of thousands of Practice Enterprises. Practice Enterprises simulate the commercial environment but no real money ever changes hands, the result for employees being virtual wages at the end of the month.

HEIPNET

1 Core competencies

Recommendation 1: Focus on competencies needed to start, run and grow a business.

In an HEI Practice Enterprise, students are given opportunities to acquire skills based on acquired knowledge and to learn to make independent decisions at the appropriate management or analytical level in the organizational structure of an enterprise. Students are given opportunities to make decisions from different positions - as students, as employees, as managers of their enterprise.

The PE constitutes a complex action-oriented learning opportunity for students, where they experience, develop and reflect on micro- and macro-economic structures and processes. Students are encouraged to view the work in a Practice Enterprise from three different perspectives: as learners – reflecting on the Practice Enterprise as a learning location; as employees of an enterprise – applying their theoretical knowledge in a business environment and as future teachers/entrepreneurs – studying the creation and maintenance of such a simulation. By actively engaging with the PE as a learning environment, students gain competences with regard to decision-making and responsibility, developing their professional, social, methodical and personal skills.

1.1 Listing core competencies for all study programmes/levels

Recommendation 1.1: Foster entrepreneurship competencies in cooperation with different HEIs, stakeholders and individuals in the field of entrepreneurship.

While studying in a PE, students are actively engaged in the education process so that in the future they will be able to recognize their potential on the market, take advantage of their own skills and be sure to act on them.

Training in a PE is a training course that provides students opportunities to learn entrepreneurship - the process of creating value through recognizing and developing opportunities in a business environment under the supervision and assistance of a trainer.

Having completed the practice, a student will be able to: describe the procedure for setting up a company, establish, create the organizational management structure, describe the individual workplace, prepare job descriptions, organize meetings, apply information processing tools, draw up document registers, perform market research, prepare orders and contracts on purchase of goods, apply marketing methods, organize sales of goods, make cooperation agreements, introduce himself/herself, the company, calculate the remuneration of employees, develop relations of the company with foreign partners, prepare documents of the company, establishment, assess performance of the company (branch).

The EntreComp Framework [1] was developed at a European level to promote entrepreneurship and its related competences. The framework is separated in 3 interrelated and interconnected competence areas which are 1) Ideas and Opportunities, 2) Resources and 3) Into Action. These areas again are divided in 5 different competences. In the EntreComp Model there are no core competences listed, since all competences are important. Additionally, there is no hierarchy which elements have to be arranged first. Nevertheless, Table 1 attempts to explain important or possible activities of the PE work. Thereby the defined examples for the areas demarcated in EntreComp and the respective competences are used. In the column self-evaluation, learners have the opportunity to evaluate their own competences before starting the PE work as well as after finishing the course and thus follow their own further development.

Steps, actions, directions: Work-based situations, business ideas competitions, companies' cases studies, traineeships, study visits and "job shadowing" can potentially represent very conducive learning environment for the development of entrepreneurship competencies in Practice Enterprises.

Table 1: Self-Assessment Tool based on EntreComp Recommendations

Ideas and opportunities		
Competences	**PE Activities**	**Self-evaluation**
Spotting opportunities	Identifying new market opportunities and adapting the product portfolio	
Creativity	Experimenting with new tools ex. SCRUM4SCHOOLS and find suitable learning opportunities Developing new marketing strategies and creation of content	
Vision	Imagination of future development of the PE and designing the mission statement of the company	
Valuing ideas	Evaluation of different ideas by using different methods ex. multivoting, ranking, ABC-Analysis etc.	
Ethical and sustainable thinking	Reflection of the social, cultural and economic impacts of the company Acting as a SMART PE with focus on Digitization, Sustainability and Human	
Resources		
Competences	**PE Activities**	**Self-evaluation**
Self-awareness and self-efficacy	Reflecting and arguing about the own strengths and weaknesses, also by applying for a special department in the PE before working in the PE	
Motivation and perseverance	Strengthening problem-solving ability, resilience and perseverance through solving difficult tasks or problems enabled through independent work and action-oriented learning	
Mobilizing resources	Independent search for possible solutions and acquisition of necessary skills (ex. by doing VAT return, information of legal changes)	

Financial and economic literacy	Creating a valid model depending of the turnover of the PE by calculating costs ex. employees, rent, electricity etc.	
Mobilizing others	Inspiring roles of being a team leader; supporting other team members; acquisition of new customers and new participants of events ex. an Online Trading Day	
Into action		
Competences	**PE Activities**	**Self-evaluation**
Taking initiative	Carry out events ex. information evening for future PE-students Working in the departments and processes and face up unforeseen challenges	
Planning and management	Planning and managing events ex. an Online Trading Day and defining action plans	
Coping with uncertainty, ambiguity and risk	Making decisions ex. introducing new work processes or adapting and implementing of new products	
Working with others	Working together as a team in the certain departments and processes and also cross-departmental	
Learning through experience	Go through the entire PDCA (plan – do – check – act) circle E.g. handing over process	

1.2 Blending-in theoretical training

Recommendation 1.2: Combine theoretical preparation with PE aim and objectives.

Training in the PE within higher education should comply with the general requirements for bachelor's and master's degrees. On this basis, in the bachelor's degree students are trained in the basic knowledge of working in PE and develop the relevant professional skills. In the master's degree, the training should focus on deepening and upgrading the knowledge gained in the previous training. Theoretical and practical knowledge are like two sides of the coin, both are equally important.

Practice in PE is suggested to be performed during the 5th to 8th semester, where students are able to apply theoretical knowledge of company economics, human resources and personnel management, finance and accounting, marketing, methodology of applied research, time and project management, work design and ergonomics, human safety and labour hygiene, business law and professional ethics, consumer behaviour and market research, customer relationship management, business systems and technology management, strategic changes and innovation management, acquired in the course of studies within 1-5 semesters into practice, as well as the skills of communication and collaboration, teamwork by trading with each other through the national centre and the global PEN Worldwide network.

In the master's degree programme, the approach of action-oriented learning is a prerequisite in the PE work. Students already bring with them the entry requirements in the subjects of marketing, management, production and logistics, accounting and finance from the bachelor's programme in business administration. Thus, the entry requirements for the master's programme in Business Education are different and the primary goal is to familiarise the students with the PE method and to introduce them to the method on a kind of meta-level so that they can implement and apply it later as teachers. Therefore, it is not so much about teaching the students how to do a year-end closing or how to set up a marketing concept. These are aspects which the students already know from their former bachelor studies. It is more important that they know how the PE method works. They learn this by getting to know the PE as a company in which they work and learning location in which they learn as well as from the meta-level as a trainer.

Steps, actions, directions: Update PE course content based on theoretical students' background and exposure to new challenges, as theoretical knowledge help to understand why one technique works where another fails. Theoretical knowledge and learning are necessary parts of expert knowledge of HEI students. Gather PE students' theoretical preparation knowledge for running business. Monitor PE activities to identify new and relevant knowledge.

2 Applications by subject area

Recommendation 2: Create structures and formal roles for ongoing, collaborative professional learning at the University level.

The main purpose of this part is to present the different possibilities and variations regarding the development of the curriculum depending on the different subjects of activity of the PE. Also presented are the possibilities for variations in the curricula themselves and the possibilities for variations in the form of the curriculum in the specific subject of activity of the PE.

2.1 Curriculum outline - curriculum variances by subject area

Recommendation 2.1: Establish a clear philosophy and set of overarching goals that guide the PE programme and the decisions that affect each aspect of the programme/module.

This part aims to assist you throughout the PE program creation process. You can find different examples of curriculum in different countries and universities. This could help you organize the start of own individualized students leaning in the University for such study programs: Finance, Accounting, Tourism, Management.

EXAMPLE 1: Bulgaria - University of National and World Economy

Students studying to work in a PE study the discipline "Management and organisation of accounting activity." The university has formed and operates three PE at the Faculty of Finance and Accounting - Department of Accounting and Analysis. In the currently applied curriculum, this discipline is studied at the bachelor's degree - 7th semester. The course is elective and after the beginning of the school year and the formation of the final number of students who have chosen to study the course, the composition of the respective PE is formed.

The work schedule of the PE is in a different time schedule, and this helps the students to choose the most suitable training time for them. The only limitation in this direction is that when filling the staff of the PE in a certain time schedule, they should choose another convenient for them. This definitely encourages students to be active and take the initiative in their choices. From the existing practice, this shows is a good criterion for showing initiative and interest in future work.

After the formation of the staff of the PE begins the actual organizational work according to the curriculum. See Appendix 1.

PE students work in groups after allocation of duties. They independently select "colleagues", i.e. employees of the companies. For this purpose, students may use their skills, gained during the previous academic years, for greater success in collaboration, working in team and mobilizing the team, which were demonstrated on the practical sessions.

It is suggested that 2-4 employees would be engaged in the activity of each department of the enterprise, but at the company, there should be not more than 16 workers. Every student has to work in each department of the company and become familiar with the specifics of all company departments operation. Each PE company intends to have the following main Departments: Personnel, Finance, Procurement, Sales - Marketing. However, there is no need to try to make the same student in leading positions in all departments, as well as to oblige the same director, who was elected for the first time at a simulation company to carry out those duties during the entire practice.

Study programme	Study programme outcomes	Subject outcomes
Tourism Management	Will understand tourism management processes and successfully analyse tourism service provision and sales in the national and international environment.	1. Will analyse the current situation of a business PE on the national and international network. 2. Will plan, organize and coordinate PE employees and company departments operation and will seek the goals set by Simulith and PEN Worldwide markets. 3. Will organize negotiations with PE customers and business partners in the national and international markets.
Transport Logistics	To train highly qualified transport engineering specialists who are able to manage the logistics chains of passenger and cargo flows, technological processes of transportation and solve complex engineering problems of multimodal cargo transportation.	1. Students will be able to understand the system of legal acts of the Republic of Lithuania and international legal acts also laws regulating the activities of companies and the tax system and apply them in professional activities. 2. Will be able practically apply the international requirements governing the transportation of cargos by various modes of transport. 3. Will be able to perform cargo / passenger flow calculations, evaluate traffic volumes, directions and market conditions and prepare research reports.
Automobile Transport Engineering	The aim of the study program is to prepare transport engineering specialists who are able to work in companies in the transport sector, independently organize and perform vehicle maintenance, diagnostics and repair, applying innovative technological and organizational tools.	1. Students will be able to assess the business environment, prepare a technological project of a car maintenance company, plan and organize the activities of the company/department, analyse the results of its activities. 2. Will be able to plan car maintenance and repair work, prepare an estimate of work using Audatex program. 3. Will be able to find the necessary information, prepare orders using the *Autodata* program. 4. Will be able to determine the need for human, material, financial resources in automotive maintenance companies.

See Appendix 2 for more information.

EXAMPLE 3: Austria - University of Graz

The Department for Business Education and Development implemented two Practice Enterprises - eXpand (English language) and KFUN*Iline* (German). Students should become aware of the complex field of action and experience of a Practice Enterprise - they will be able to critically reflect on the method. After working and learning in the Practice Enterprises for one semester, the students will be able to evaluate & apply different roles on PE-teachers and understand and control operational and economic structures and processes. Not only will the students be learning how to model a PE - they also learn methods of team development, group moderation and deepen their skills in conflict resolution, cooperation and teamwork. See Appendix 3 for more information.

EXAMPLE 4: Italy - Universita degli Studi di Pavia

In Degree in Economics and Management through the course "SIMULIMPRESA" students are trained to develop relational skills typical of the workplace, they experience the company climate to reduce the gap in job placement, improve behavioural skills, apply the acquired knowledge, and generate new knowledge that can be used in the subsequent phases of the study paths. See Appendix 4 for more information.

EXAMPLE 5: Lithuania - Vilniaus kolegija/University of Applied Sciences

The main aim of PE model - to prepare trainees for their eventual entry into the real business world, putting the theory they've learned in the lecture hall into practice in a work-based environment, improving their employability and spirit of entrepreneurship.

The subject - Professional Activity Practice: Bank Performance Modelling has main aim - to provide knowledge and skills how practically are implemented bank performance functions, assessment and management and to assess external factors influencing on bank performance and competitive environment, to analyse management and data of banking information system FORPOST. Meetings are held with representatives of existing banks (AB SEB bankas, AB Šiaulių bankas, AS CITADELE BANKA, etc.).

By studying Entrepreneurship education course students form management of cultural activities programme get acquainted with the business idea and the niche for new business search, business idea evaluation methods, components of the business environment, business planning and other aspects of business development. Students start from the business idea and end by establishing and registering a simulation company in a Practice Enterprise network Simulith.

The insurance enterprise VIKO DRAUDA offers its clients life and non-life insurance products, administers losses, prepares financial documents, contracts, insurance certificates, which are prepared in accordance with the existing legal laws of the Republic of Lithuania. The insurance enterprise applies the professional information system DIS – a unique solution with integrated important insurance business modules: insurance product creation, selling, client data management, insurance contract management, insurance contract administration, contribution payment management, banking accounts, loss administration, technical deference, and reinsurance as well as client, intermediary and debtor information management.

PE, for example, is a part of Innovation and new product development module. Objective - to develop international business, innovation management and new product development specialist skills. Content - study module consists of: Innovation (IN) and Business Practical Training (IB). In IN module part students learn about innovation process, increase competences and skills in innovation development, organisation and implementation in business context (5 ECTS). In IB course, students analyse and evaluate business environment, lead established imitation company, manage financial and material resources, reflect and evaluate business results (5 ECTS). See Appendix 5 for more information.

Steps, actions, directions: review recent issues and trends of the subject, both within the nation and across the international network, allow for flexibility and encourages students' experimentation and innovation within an overall PE structure.

2.2   Format variation by subject area

Recommendation 2.2: Explore areas of change management in a PE environment to achieve the best change in developing a PE curriculum.

Depending on the subject area, the aim of the PE may vary. For example, the PE can be introduced with a focus on basic business knowledge, marketing or on trainer's training.

2.2.1   Practical work examples by subject area

Subject areas of work are an important prerequisite for the specific development of curricula by universities and an important element in the practical work of the specific PE. For this reason, practical working examples from different universities and countries are expected to be a very useful tool in curriculum development and their practical application.

The goal of the PE eXpand and KFUNI*line* is to prepare the students for a teaching and guiding a PE. Therefore, the PE constitutes a complex action-oriented learning opportunity for students, where they should experience, develop and reflect on micro- and macro-economic structures and processes. The following examples will give deeper insight into the practical work:

KFUNIline is the leading provider of further education on the Austrian PE market. The PE focuses on long-term and excellent cooperation with our customers and suppliers. The PE members pursue the goal of strengthening and expanding these business relationships. Total Quality Management (TQM) is an important component of our corporate culture. To a large extend the philosophy of TQM guides the way work processes are carried out at KFUNIline. The responsibilities include processing all incoming orders, day-to-day invoicing and financial accounting, payroll, and taxes. In addition, they also take care of updating the online store, the webpage/blogpost, interim financial statements and controlling report.

Main tasks for the one semester are: processing of all incoming orders, financial accounting, payroll accounting, advance turnover tax return, corporate tax, controlling report, interim financial statement, comparison of advantages and disadvantages of different software packages for a new acquisition, preparation of the sponsoring folder in cooperation with eXpand, revise the business plan/mission statement, further development of the TQM for the KFUNIline and scrambled it to make a type specimen book.

The main goal of **eXpand International Consultancy GmbH** is to enable PE to successfully eXpand their opportunities on the national as well as the international market by providing them customized consulting and market research solutions.

*Learning goals. M*ain aim is to be a high-level English-speaking partner on the national and international Practice Enterprise market. As a university Practice Enterprise eXpand wants to live up to the expectations set to it. PE provide individual consulting services and international market analyses to Practice Enterprises all over the world. PE offer up-to-date and high-quality solutions for strategic management decisions. *Working processes:* PE appreciates and pursues total quality management, taking time to stop and reflect on interactions, collaborations, client engagements and workflows to improve the quality of PE processes. Also investing in individual, pedagogical and organizational learning in order to support processes and techniques in an innovative manner.

The other example by subject area is **PE Kopija** objectives of the Personnel Department. It consolidates and improve the personnel management competencies, develop the skills necessary for performing of staff analysis, develop personnel policy and culture, and involve employees into implementation of strategic business objectives. Stages, purposes, actions and directions for PE students work are presented in appendixes 6-13 for these processes: staff selection, recruitment, employee working time recording, documents for company operation and documentation plan preparation, safety and health care, organizational culture and personnel policy formation, staff meetings organization, employee transfer to other departments and redundancy. Hours for practical work: 22. Hours for self-study work: 14.

At the University of Pavia, Department of Economics and Management, the course "SIMULIMPRESA" has been introduced as part of the "Financial Accounting" course in the first semester of the Bachelor Degree in Economics and Management. Among the purposes of the business simulation course there is to develop in students the relational skills typical of the workplace, experience the company climate to reduce the gap in job placement, improve behavioural skills, acquire a better perception of their own attitudes and roles, apply the acquired knowledge, and generate new knowledge that can be used in the subsequent phases of the study paths.

This course has a Practice-Based Learning component. Indeed, with the business simulation the student is called to be an active and responsible part of the way a company operates, taking on a role in the aspects concerning the management of the company: accounting and budget, organization, administrative obligations and tax, internal and international commercial management, financing, investments, relations with banks, the application of ICT. In summary, the student must contribute to elaborating management choices and must comply with legal obligations in a framework of simulated operation proposed with a high degree of approximation to reality. For this purpose, a virtual company will be operating in the trade or services sector, in the Labic Laboratories of the School of Economics of Forlì, which materially reproduces the typical organization of a company in administrative, financial and commercial functions.

PC stations for each student also in remote mode; use of management software for accounting, planning and management control. Use of the www.simulimpresa.com platform and social networks. At the end of the course the student is able to:
- know how to understand the business problems in the applicative aspects;
- knowing how to assume responsibilities and make decisions in the simulated company;
- knowing how to apply multidisciplinary knowledge.

2.2.2 Best practices by subject area

Sharing best practice in subject areas of work is crucial for disseminating experience from different countries and universities. This is a prerequisite for the emergence and development of new ideas and their actual application in the development of new programs and improvement of existing ones.

BEST PRACTICE 1: Lithuania – Vilniaus kolegija/University of Applied Sciences

During the pandemic, various online activities became very popular in PE network: Quizzes on business, PE History, PE Activities, International and Lithuanian Network, Central Office services and activities; Various events on MS Teams and other platforms - PE trade weeks, online PE trade fairs (national and international), PE products presentations, Students and PEs success stories competitions.

BEST PRACTICE 2: Austria - University of Graz

One best practice example is the PE work during pandemic times. The current situation forced all PE to change everything to online learning. There are a couple pros and cons that come with dealing with this special and new situation. All the handbooks and important information about how to access accounts and so on were available on a common drive and all students had access to it from at home. Also the meetings were switched to online via different platforms e.g. Skype4Business, UniMeet, Webex or Wonder.me. Via various VPN and remote connections, students can access all necessary materials and also the ERP software, and thus all business cases and to-dos can be done. Typical for the PE work in Graz is a two-day strategy seminar at the beginning of the semester, where the students can get to know each other, where team building is emphasized and where they get to know the PE method and its goal. Due to Corona, this strategy seminar also had to be held online and variants of teambuilding games in an online setting had to be created, e.g. Enter the PE on wonder.me..

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Steps, actions, directions: Through the global pandemic, think different in the way of PE learning, working and participating; keep place with digitalization in order to be prepared for future challenges and to be able to continue learning and working.

2.3 Variation by level of study

Recommendation 2.3: Create effective teaching and learning environment according to level of study.

The level of training in PE in universities is extremely important for the formation of practical habits and their actual application. For this reason, bachelor's and master's degrees should be tailored to these characteristics of PE work.

2.3.1 Practical work examples by level of study

EXAMPLE 1: Austria - University of Graz

In our Master's programme in Business Education and Development in Graz, the Practice Enterprise is anchored in the middle of the five-semesters Master's program - i.e. in the 3rd semester, shortly before the practical phase, where the students are having their school internships for one semester.

There is therefore no variation by level in the program. Generally, in Austria, Practice Enterprises are used in the three-year commercial school (in the 3rd year and even included in final school examinations), in the five-year commercial academy (in the 4th year, typically for three hours a week), in adult education (sometimes even in fulltime with 38 hours a week), in higher education institutions (compulsory course in master programs).

EXAMPLE 2: Lithuania – Vilniaus kolegija/University of Applied Sciences

Target group in VIKO PEs: Bachelor's degree programme students, Erasmus+ students; Adults from Lithuanian Labour Exchange Office had participated in PE activities for few months according to some EU structural fund's project (national level).

Faculty of Business Management: 2nd course Bachelor studies programs:

- International business - specializations: sales and logistics (Innovation and new product creation) – 5 ECTS.
- Advertising management (included in module: Entrepreneurship) – 4 ECTS.
- Tourism management (included in module: Sales of tourism product) - 4 ECTS.
- Office administration (included in module: Event management) – 5 ECTS.

Faculty of Economics:

- 10 ECTS for banking study program. Mandatory subject: Professional Activity Practice: Bank Performance Modelling for 2nd and 3rd course students.
- 6 ECTS for Investment and Insurance study program. Mandatory subject: the insurance company's modelling (training practice) for 2nd course students.
- 6 ECTS for other students. Optional subject - Enterprise Activity modelling.

Faculty of Arts and Creative technologies:

- 3 ECTS for idea development. Mandatory subject: Entrepreneurship Education for 1st course students.
- 6 ECTS for practice in PE. Mandatory subject: Entrepreneurship Education Practice for 1st course students.

 In certain cases, the variations in the level of training should be in accordance with the specifics of the activity of the PE and the current regulations in the specific country for this type of activity.

2.3.2   Best practices by level of study

There is a wide range of implemented in PE models that aim to embed learning within real world contexts, including: workshop or studio work; apprenticeship; problem-based learning; case-based learning; project-based learning; inquiry-based learning; cooperative (work- or community-based) learning.

BEST PRACTICE 1: Italy – - Universita degli Studi di Pavia

At the University of Pavia, Department of Economics and Management, the course "SIMULIMPRESA" has been introduced as part of the "Financial Accounting" course in the first semester of the Bachelor Degree in Economics and Management. The course has no Prerequisite, nor Corequisite. The Language is Italian.

 The main core areas that have been analyzed are the following:

- 1. Board of Directors: H.R. Selection and Performance Evaluation.
- 2. Finance and Control: Business Plan and Managerial Control.
- 3. Marketing: Product/Service, Logo &Advertising
- 4. Product /Service Technical Unit: Product/Service, Concept
- 5. Human Resources: Staff Recruitment and Placement for Units, Performance Accounting.

2012 - the start of 2 PEs in Faculty of Economics: VIKO BANKAS – banking services and VIKO DRAUDA – trade in insurance services. Graduates who have started working in real banks positively evaluate the initial work skills acquired in Practice Enterprise VIKO BANKAS. Also students from PE VIKO DRAUDA got acquainted with the main business processes of the insurance company, provided an opportunity to empathize with the activities of the company and allowed to see up close how everything is going inside the insurance company. The experience gained is very useful in starting own career in the insurance sector: "We created new services catalogues, presentations, business cards, documents, participated in trade fairs. We cooperated with other companies, participated in the buying and selling processes. New and useful experience - remote trade fairs". Number of students participating (per year and in total till 2021):

- PE VIKO BANKAS – about 30 students per year, 639 students in total.
- PE VIKO DRAUDA – about 20 students per year, 300 students in total.

Steps, actions, directions: Focus here is on some of the main ways in which experiential learning can be designed and delivered, with particular respect to the use of technology, and in ways that help develop the knowledge and skills needed in a digital age. Be sure that programme clearly communicates high expectations and PE model confidence that students can meet them through hard work. The learning objectives, assessments, activities, and grading scheme all indicate a high level of academic rigor (e.g. objectives that promote high-order thinking and skills development, challenging assignments, appropriate amounts of reading/writing). The PE programme communicates that the trainer cares about students and believes each student can succeed. These beliefs by offering tips and strategies for how to meet and exceed expectations, through review sessions, appropriate office hours, additional background (PE job descriptions) material, etc.
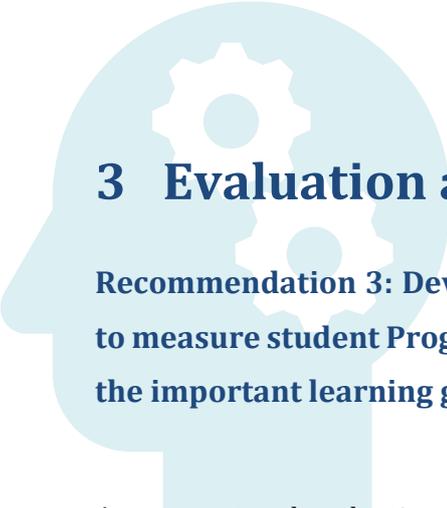
3 Evaluation and assessment methods

Recommendation 3: Develop and/or identify new assessment items and instruments to measure student Progress, as assessment influences what a student interprets to be the important learning goals for a course.

Assessment and evaluation in the process of higher education is an extremely important element in the overall learning process. In their educational development, students are already at a level that allows them to express their preferences in specific professional development and training. On this basis, assessment and evaluation by subject areas and level of education are very important for their professional motivation and educational interest.

For this reason, the exchange of experience and knowledge between universities in the process of assessment and evaluation will contribute to improving the quality of higher education.

3.1 Evaluation and assessment by subject area

Recommendation 3.1: In the best-case scenario, assessments should be aligned with course goals and objectives.

Student assessment within a PE is quite different form 'typical' university courses. One (or several) exams as sole student assessment cannot unlock the full potential of this multi-dimensional teaching and learning method. However, assessment procedures have to be planned and communicated to the students in advance via the course curriculum. Some Suggestions for assessment methods have been provided in PE Implementation in Higher Education Institutions. The material of this document additionally contains suggestions for assessment forms which might be utilized for assessment purposes.

At the beginning of the practice, a trainer informs students about the practice performance evaluation system, provides a detailed course programme, objectives, expected learning outcomes, specific evaluation structure for practice subject outcomes (intermediate assessments that have influence on the final grade, evaluation criteria and requirements). The evaluation process in PE is organized by the PE trainer, having regard to the objectives of PE, and the assessment aspects provided in Table 3.

HEIPNET

Table 3. PE students' evaluation improvement aspects

The aim	To provide to student feedback information on the achievements, progress, gained / developed competence, help them to mature and grow as a personality and as specialists.
Who evaluates?	PE trainer, student (e.g., head of department evaluates the staff), a group of students (each other), the staff-students from other departments provide the tasks and own evaluation.
What to evaluate?	Professional, entrepreneurial, social, technical knowledge and understanding, abilities, skills, practical performance outcomes and efforts.
When to evaluate?	*Initial assessment:* the student makes a self-assessment of all activities performed, which will be performed in the PE, previously approved by the trainer. In practice, this can be done by filling out a questionnaire, which aims to diagnose the different levels of development of their competencies. *Intermediate evaluation.* Upon completion of the work, the progress report of each department such as reporting of department performance, and assessment / self-assessment is conducted. Evaluation is performed after execution and presentation of self-study (individual or group) work tasks, after public appearances at the events (fairs, competitions, etc.), after work completion in PE. *Final evaluation.* At the end of practice - Competence's portfolio presentation, self-evaluation. So, during the practice, the information on departments' performance is gathered, presented, and assessed at the end of practice.
How to evaluate?	The assessment criteria, various evaluation methods writing or interpreting survey at the meetings are applied, determination and evaluation of self-study work tasks, individual / group work assessment, monitoring and organization of self-assessment, and practice reports preparation) are combined; outcomes are recorded, students are informed, and the cumulative assessment is applied.
Instruments	Techniques for asking questions: for projects, case study solving. Self-assessment, group assessment and assessment by students-employees Continuous assessment by a trainer. Skills tests: work patterns, structured problems, and tasks. Direct observation of evaluators, internships. Evidence of previous training: portfolio, reports.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

PE department performance reporting. Upon completion work in the departments of PE, each group of students prepares reports in accordance with the approved requirements listed in the department performance description. Department performance is completed with public presentation of the report.

The student group presents department performance reporting at the public meeting using Microsoft Office package and PowerPoint. This method is used for work and self-study tasks presentation and assessment in each department. It is particularly useful in developing public speaking skills. Presentation may be performed individually or by group (chosen by each student group). In this way a student has an opportunity to inform on learning outcomes and present them. Public presentation is a way to demonstrate acquired knowledge and developed skills.

Students assess presentation of department performance report by themselves (PE manager only monitors and records the errors that are later publicly discussed).

For this method of oral presentation, the formative assessment is applied, and all the PE employees (students) are involved. Student involvement in the assessment process helps to develop competence of assessment, critical thinking and stimulates their active participation at presentations. For this purpose, teacher hands out to students pre-prepared forms of assessment, then students discuss the evaluation criteria and scoring scale (Table 4).

Table 4. Presentation Evaluation Example

Assessment criteria	Scores*	Comments, clarifications
Presentation content		
Content layout		
Information consistency		
Summary, conclusions		
Presentation figuration		
Presentation of text		
Visual aids		
Design		
Conducting presentation		
Communication with the audience		
Questions management		
Time management		
Grade point average		

After assessment of presentations, trainer organizes discussion during which students publicly discuss assessments and trainer submits one's comments and observations.

Student self-assessment. On purpose to develop student self-control, the assessment of student work is being performed. During such assessment, each student evaluates himself/herself and other students. The evaluation results are provided to each student to learn and they are discussed at the PE meeting. For assessment, there can be used structured and/or free self-assessment forms (optional forms of assessment are discussed on the first day of practice).

Table 5. Student self-assessment example

	Assessment from 1 to 10	Notes, comments
Period of work		
Tasks of department		
Methods of work		
Performance quality		
Responsibility and discipline		
Activity, initiative		
Diligence		
Independence		
Teamwork		

Applying a free evaluation form, each student performs analysis on the department performance and writes a report (maximum 2 pages), which contains evaluation of the department performance, teamwork, independence, diligence, activity, initiative, responsibility, work discipline, etc. Applying a structured evaluation form, each student fills and submitted by the head of department/trainer.

The students who responsibly evaluate themselves and colleagues, become responsible for learning outcomes, their motivation increases.

Evaluation by classmates is carried out, as they evaluate each other's professional approach, including teamwork skills, accuracy, presentation skills, self-initiative, reliability in fulfilling responsibilities, etc. The assessment is made by everyone for everyone in writing - objectively with reasons and from a constructive point of view. The aim is to give motivational and fair feedback, which may be more difficult to provide orally without a dispute. The trainer is responsible for collecting and reporting the grades, which are not visible to the trainees. Evaluation by classmate between trainees is a tool with which the trainer can support his own assessment and should not be used as the only assessment method. This method is mostly used in the ongoing assessment of trainees.

The self-assessment method is a good and constructive way to engage learners in the assessment process and give them the opportunity to learn how to monitor and assess their skills and progress. It is recommended that the self-assessment be divided into two phases: filling in a questionnaire and a personal discussion with the trainer.

Group (team) work assessment. Teamwork is useful when various information, knowledge and skills are required, when solution is not obvious, and various ideas and collaboration are necessary for problem solving and objectives achieving. Meanwhile, it is enough to make individual efforts for solving non-complex tasks, simple issues and problems when solution is clear and exact, or problems that have a logical, subtle reason. Basic principles of teamwork are collaboration, listening to other team member's opinion, confidence and recognition and mutual support. The group often reaches achievements due to the employee individual work while the teamwork product is an individual and whole team performance outcomes.

An important problem in group work assessment is to weigh the contribution of each student. This have to do group participants by themselves. They can do this by writing assessments to the other members of the group taking into account several key elements of participation: creativity, mutual assistance at work, ability to meet deadlines.

Such an assessment usually is performed in free form (maximum one A4 page). Upon completion of group work, students can evaluate collaboration of their own and other group members. It is recommended to complete a questionnaire /Appendixes 16,16/, the content and assessment scale of which should be selected, discussed and agreed with a PE Trainer. Questionnaire data are summarized and discussed at the department meeting. Team collaboration questionnaire (example Appendix 14) contains a level scale between the opposing statements. Each member of the team should define the number that corresponds to its own assessment.

Personal responsibility for group work can be promoted by:
- Keeping small groups. The smaller the group the greater responsibility of each member.
- Arranging student individual reporting. It is a way to check how each student has been working in a group.
- Randomly selecting one student of the group, which orally presents the work done to the audience.
- Observing all the teams and recording of how often each group member speaks.
- Selecting one group member as a controller who shall ask each member of the group to consistently comment on the group's performance.

In group assessment, students evaluate the work of the whole group, as well as themselves as part of the group. Learners are encouraged to provide constructive feedback on the work of the group, without forgetting to evaluate themselves and how they presented themselves professionally and as team members.

Self-study tasks (events/projects) assessment. Self-study means student work as an active and targeted activity (characterized by a strong need for knowledge, interests, motivations, attitudes to studies, etc.), that is controlled by a trainer who helps them to perform work by consulting them with respect to educational, research, and self-educational assignments. Self- study is an activity that:

- Helps to acquire knowledge, abilities and skills necessary for a particular didactic task execution.
- Develops skills and abilities that enable students to increase their independence in educational process.
- Facilitates formation of the psychological attitude to cognitive activities.
- Work takes place in the trainer absence but under their advising.

The self-study work includes preparation and implementation of project work, individual tasks, reports and articles, papers, reviews, book reviews, organized events, promotional tools and other works. Assessment methods and criteria are presented by a teacher and discussed with students. Assessment of self-study work depends on the specific task performed.

Project work assessment. Project works can be individual or group, intended for the analysis of various practical problems when carrying out empirical research, and for search of problem-solving alternatives. Project material can show how students are able to apply acquired competencies in specific situations. In the project often the most important elements are the work processes and developed skills to get a job rather than results. The form of project is dictated by selection criteria; therefore criteria should clearly reflect the teaching/learning objectives and to guide a student to achieving them.

The project is completed with the Project Report (teamwork) and its public presentation, which should focus on what students have learned, which learning aspects were successful and which complicated or inaccessible. Presentation of the project is an open discussion during which each participant expresses their own views and gives assessments.

Project assessment consists of three parts: student self-assessment, peer assessment of project team members and practice supervisor assessment.

Most often seen in the project:

- The reasonableness of the choice of theme.
- Scope of work.
- The original theme solution, selected theme development.
- A variety of explorations.
- Quality of work performance (application of artistic expression, technical measures, etc.).
- Completeness of work.
- Student's personal efforts to work independently and creatively.

The work description, presentation brevity, informative value, accuracy (3 min.), ability to answer the questions, ability to attract interest and keep attention, and language culture are being evaluated at the presentation. Available the following project assessment criteria (Table 6).

Table 6 The project assessment criteria example

Criteria title	Criteria definition	The key issues
Relevance	The assessment criteria used for assessment of the conformity of the project goals, objectives and practice goals, as well project relevance in order to address the problems emerging during the practice.	To which extent the project objectives are consistent with the goals and expectations?
Compatibility	The assessment criteria used for assessment of the internal compatibility (how the project priorities and measures are combined with each other) and external compatibility (how the project is combined with the practice program).	What is the project internal and external consistency?
Efficiency	The assessment criteria used for the assessment of ratio of inputs to outputs of the project or its part (the financial, human, time, etc.).	Are the project goals and objectives achieved at the lowest costs? Is it possible to achieve better results at the same costs? How was the project management conducted?
Effectiveness	The assessment criteria is used for the assessment of ratio of foreseen and implemented goals and objectives of project or its part, i.e. degree of their achievement. Effectiveness of project can be measured not only at the end of its implementation, but also during the implementation (effectiveness probability). The effectiveness criterion is commonly applied for evaluation results rather than impact.	What is a degree of the project objectives achievement? What was planned and what has been achieved? What is the performance quality?
Impact (effect)	The assessment criteria relevant to determining the direct and indirect impacts of the project (benefit or harm). Impact starts to work after a certain period of time upon completion of project. There are distinguished specific and general impacts. The impact can be positive or negative, planned or unplanned.	What are (will be) long-term impacts of the project? Are these impacts beneficial and positive?
Sustainability	The assessment criteria for identifying the probability of effects of the project (results and impacts) after the project completion.	Will be the results, built in the implementation of project sustainable or used upon completion of the project?

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Project work is evaluated based on a criteria-based ten-point scoring system (Table 7).

Table 7. The project assessment system example

Score	Assessment criteria
Excellent (10 /9)	• Student demonstrates active participation and initiative. • Student can make independent decisions. • Student demonstrates good teamwork skills, have a strong reasoned opinion, can constructively discuss with other students. • Student shows a good knowledge, abilities, and skills. • Student works carefully, purposefully, and responsibly. • Student can critically evaluate own actions and can offer suggestions for further improvement.
Good (8 / 7)	• Student demonstrates active involvement and proactive approach. • Student can take advantage of the rules and regulations. • Student demonstrates teamwork skills. • Student works rather comprehensively (there are some minor inaccuracies). • Student can objectively evaluate own actions, proactive approach.
Satisfactory (6 / 5)	• Student aims to act, he is enterprising. • student needs guidance. • student is unable to work well with other students. • student work contains obvious errors, inaccuracies. • student initiative is virtually unnoticeable. • student is not very able to critically evaluate own actions.

Assessment criteria can be added to the list of overall evaluation system description. The evaluation/assessment criteria must be submitted by the trainer and discussed with students.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Testing is a traditional method that assesses what a student has learned without assessing practical skills. Learners themselves can also use it as a self-assessment technique. Due to the fact that a test can assess the knowledge, and originality and creativity remain in the background, it is recommended to use them in combination with other methods to assess the skills of learners in the PE.

Portfolio assessment is a reliable innovative way to form an adequate assessment and positive self-assessment for the learner's development. It overcomes many of the shortcomings of traditional testing and evaluation methods. The learner's portfolio is a personal or digital folder with materials that documents the learner's work at PE. The purpose of the portfolio is to collect real samples of the learner's professional work. It can also be used to show the quality of work progress and learner achievements. The portfolio makes it possible to evaluate the results of the learning activity in a more reliable way. The use of the portfolio can overcome the main shortcomings of traditional valuation methods and forms.

Steps, actions, directions: Provide tasks to enable students to allocate sufficient time to study over a suitable time period and avoid "cramming"; Design the assessment so that students engage in the process of learning rather than simply producing a final product; Give students the opportunity to practice the skills they need for each assessment; Focus your feedback on student performance, learning, or actions the student can control during PE learning; For group work, provide mechanisms for formalized peer feedback throughout the PE activities; Align feedback with the learning in PE goals of the assignment and the assessment criteria; Provide feedback that is appropriate to the student's breadth and depth of background, experience, and level of independence.

3.2   Evaluation and assessment by level of study

Recommendation 3.2: Higher study level - more focus on raising the problematic and analytical aspects of the subject.

Learner assessment within a PE is quite different from 'typical' university courses. One (or several) exams as sole learner assessment cannot unlock the full potential of this multi-dimensional teaching and learning method. However, assessment procedures have to be planned and communicated to the learners in advance via the course curriculum. After the active participation of the learners, it is necessary to evaluate the process and the results of the training, as the trainer and the learners participate together in the evaluation process. Assessment of learners' knowledge and competence in the different subject areas of the individual PE should include adequate methods to enable the measurement of learning outcomes by combining different methods and variants of the same method depending on the content of the study program.

Through training at PE, learners must acquire competencies relevant to their professional realization, such as communication, social and professional competencies, etc.

Ongoing assessment is performed by the trainer through continuous monitoring of the work of learners in a PE environment. The final grade is formed by the sum of marks for different learning activities with a corresponding weighting factor, such as:

- Work performed on every project or task from all departments.
- Practical tasks and activities set by the trainer.
- Independent work - course projects, term papers, etc.
- Test from self-control questions.
- Presentations and other specific participations.
- Exams.
- Peer feedbacks.
- Self-assessment and assessment by classmate can also be applied before the presentation of the final assessment of the trainer.

Steps, actions, directions: Check the system for assessing the skills of students in PE in three levels - at the beginning, during and at the end of the course; outline a new framework for what to do, how to do it, when to do it and how to know if it has been achieved. Students must have opportunities, for example, to discuss PE material, work individually and in groups, teach each other, solve problems, debate concepts, simulate scenarios, and/or reflect— individually and collectively—about the meaning of their learning experiences.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

4   Real-World Connection

Recommendation 4: Use new teaching strategies to bring the real world into your PE.

A PE is a model of a real company, enabling the operational procedures of an actual company to be reproduced to varying degrees of complexity, with the aim of making them transparent for learning processes. The PE also has business contacts with real companies within the business world, so that students can get in touch with their partners' business culture in their own country and abroad.

4.1   Mentor company collaboration

Recommendation 4.1: PE needs a Business Mentor if it wants to be better tomorrow than it is today and allow your business Mentor to give unbiased independent support to help your PE grow and develop.

Work in a PE curtails not only from the specific curriculum and its implementation in the training process, but also from the relationship with operating in a specific company-mentor business environment. The mentor company can provide significant assistance in the educational process by setting up solutions and assisting in decision-making in real practical cases and problems. In the joint work of PE with a mentor company, students are trained in respect and responsibility for the activities carried out. For this reason, it is necessary for each PE to have at least one mentor company.

EXAMPLE 3: Lithuania - Vilniaus kolegija/University of Applied Sciences

Business partner or Mentor Company supports the Lithuanian PE network by sharing its experience with the PE, providing advice and consultation, real life business materials and documents, samples of products and goods, and financial support to PE trainees and trainers. Sometimes a partnership between a PE and a partner company is placed under a contract.

Often real companies allow PE to use their name. In this case, a contract must be concluded for this. This is also concluded when long-term cooperation between the PE and the real company is assumed. Long-term cooperation in the field of education and / or training for organizing practical training in PE is very useful for both parties.

In PE training at the Faculty of Finance and Accounting, a mentor company in the field of accounting and auditing provides significant assistance. This assistance is realized through different ways and approaches. First of all, there are talks of professionals from the mentor company with students on the problems of accounting and tax legislation in the country. Next is the task of solving real practical cases related to the work of the company with its customers. Particular attention is paid to the possible options for solving specific cases.

In the training process, students visit the company office and are able to observe the work within the company and with clients. During these visits, students have the opportunity to get acquainted with the internal organization of the company and the organization and work with clients. Then they work with the professional software used by the company for processing accounting documents and accounting information and documents related to the processing of information about staff, salaries and human resources of customers.

It is especially important to have a real mentor company behind the PE, whose activity it recreates for the needs of training. A key role of a business mentor is to listen, stimulate and challenge PE students thinking. This will help PE develop own ideas and should lead to better decision making.

Steps, actions, directions: Ask your Business Mentor to challenge PE students, to look at the "big picture", and help your PE identify strengths, weaknesses, opportunities, and threats that your students may have overlooked. It is extremely important that you get on with and enjoy working with your Business Mentor and vice-versa.

4.2   Connection to the real world of work in the field of study

Recommendation 4.2: Cooperate with business structures for the enhancement of the educational process, entrepreneurship spirit and socially responsible citizenship.

Companies, public institutions and other organisations are useful tools for teaching and learning as they provide practical training, experiences and relate to real-life situations. Cooperation with businesses is an important element for PEs in view of know-how transfer and sponsorship. PEs have the opportunity to find partners from real businesses to give them their support, visit with them and to allow them to get acquainted with the products that the company offers and with the work of departments and specialists.

PE trainees can apply everything seen in the partner company – ideas for the improvement of marketing research approaches, advertising materials, web site, e-services, processing documents and information. In this way, training in PE gives clearer idea of the mechanism of work of an enterprise as a whole. This arouses even greater interest of the trainees to develop their company.

Real companies work with PE to:

- Build an image of a socially engaged company.
- Accept interns and hire the students trained in the PE.
- Reduce training and recruitment costs.
- Get good opportunities for presentation in the country and abroad through the national and worldwide network of PEs.

Students can perform various jobs and tasks:

- To support production.
- Prepare brochures and other promotional materials.
- To help in exhibitions, promotions, fairs, presentations, etc.
- To look for potential customers.
- For help with surveys, research and analysis.
- PE and the real company could cooperate on European and national projects.
- The PE network can be an ideal place to test the effectiveness The PE network can be an ideal place to test the effectiveness of new software products and solutions before they are implemented in real business.
- Under a contract between the real company and the PE, they could be advertised on the goods or services on PE websites or in PE advertisements, in national and international fairs and seminars.
- The real company and PE could participate together in competitions, for example for corporate social responsibility, for cooperation between real business and education, etc.

In terms of sponsorship and know-how, cooperation between PE and real business is essential. As a result of the close cooperation between PE and the real business, some PE trainees can get an internship in the partner company. Most often, some PE trainees are hired by the real PE partner after completing their training. Students with theoretical, but also with practical and personal skills acquired in PE have a higher working capacity and competitiveness.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

## BEST PRACTICE 1: Bulgaria - University of National and World Economy

The Global Enterprise Challenge (GEC) [2] is a unique business-related case competition for Practice Enterprise trainees. Participants work in multinational teams to identify the challenges, opportunities and risks in a real-life global business. The GEC format and content provides the opportunity for trainees to develop critical thinking, communication, presentation, and entrepreneurship skills that will be crucial as they move forward in their education and careers. The competition is held according to a common methodology for all countries, developed by PEN Worldwide. A case study of problem by a real company of the students in PE, organized in mixed teams (from different countries and PE) and they must find possible solutions to this problem applied to the business activity of the company after analysis. The evaluation is by a jury from the company that set the case and representatives of universities, business and non-governmental organizations.

The most important event of the Bulgarian PE network is the annual international PE fair, TF FEST. During the fair, some other events take place – the Bulgarian Youth Business Leaders Forum Corporate Social Responsibility Academy, and an annual meeting of PE trainers. One of the competitions [3] is **Best partnership with a company-mentor.** This is a competition that will award those that have built and best maintained their PE partnership with a real company-mentor. The PE submits an application form with an attached contract, which regulates the cooperation between the PE and the mentor company. Evaluation is with interviews with the contact persons appointed by the Practice Enterprise and the mentor. In 2021, TF FEST and the competitions were held online.

BEST PRACTICE 2: Austria - University of Graz

Raiffeisen Landesbank AG as hybrid between mentoring company and sponsor. Whereas a mentoring company provides specialist knowledge in the field of business and assists with the formulation of the product programme and the business plan, the role of the sponsor is limited to a financial aspect. However, as implemented at the University of Graz, the sponsor has a hybrid role between mentoring company and sponsor. Having a renowned Austrian credit institute – **Raiffeisen Landesbank AG** (https://www.raiffeisen.at/stmk/rlb/de/privatkunden.html) – as a sponsor, gives both PEs the advantage of a strong partner, who can provide more than a financial contribution to our efforts. **Raiffeisen Landesbank AG** is also able to provide specialist knowledge to the members of the PE. Although the fields of business of both PEs are not in the banking sector, students and trainers of **KFUNIline** and **eXpand** meet regularly with representatives from **Raiffeisen Landesbank AG** on-site and receive input on matters such as customer segmentation strategies, market observation procedures and marketing measures. These meetings are also used for socializing and networking activities, adding another facet to this relationship which goes beyond sponsoring.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Steps, actions, directions: Connect the students to real-world experiences via invited guest speakers, by taking them outside (physically or as a virtual trip) to mentor company, by involving them into competitions where partnership with a real business is a part of event; Give students a real, tangible problem to solve. Every PE – defined as a business simulation for learning purposes – can provide a real-word-connection by definition through an economically valid model. However, reflection is a key component for learners to learn within the model as well as to learn from viewing the model itself.
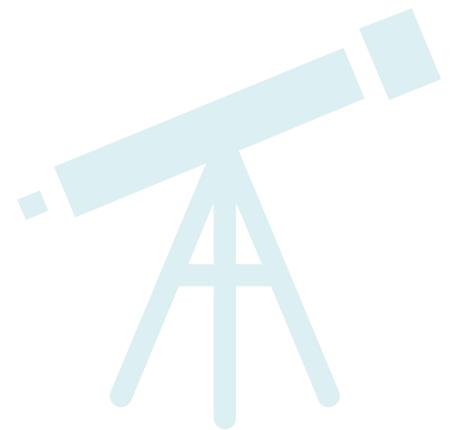
5 Commercial Operations

Recommendation 5: Use the commerce activities in PE for exploration of accounting, economic, and business concepts and models to make sense of society and solve problem

Commercial operations in this context means establishment and work organization in PE and helps to formulate themes in PE programme. There are two types of PE:

- New PE, when all operations start from PE establishment, company registration, and only then -work organization in all departments, for example marketing, accounting, etc.

- Going concern PE, when all operations each year relate to the activities in PE departments, as the activity and the product are always the same.

5.1   Variation by country – business management processes

Recommendation 5.1: Let students to run PE, as your "classroom" is a dynamic place and takes advantage of evidence-based practices in business and new ideas development.

Upholding a virtual economy with more than 7.000 participating PEs requires the existence of institutions like in the 'real' economic system: e.g., banks, tax offices, trade authorities. These institutions are provided to the PE-market by national central offices. You can access the webpage of your national central office via: https://www.penworldwide.org/

As in each country the laws and regulations for enterprise establishment and process organization differ a lot, so PE structure and all procedures also are different. The establishment of a PE generally passes through three phases: Orientation and guidance, Construction and Development. Table 8 shows the evidence-based tasks to check in each PE establishment phase.

Table 8. PE evidence-based phases

Orientation/Guidance	Construction	Development
Understanding entrepreneurship, business management and PE concept	The formal structure-building and registration in the CO	Beginning of the trade
- Collecting information about the PE - concept, objectives and tasks. - Exploration for the construction of a PE - the number of hours of the PE and the workspace of the future PE. - Visiting existing PEs and real companies. - Equipping the workspace (office) of the future PE - furniture, office equipment, an Internet connection. - Liaison with the CO and familiarization with its website and the existing PEs. - Analysis of the existing PE market. - drawing up an investment plan, preparing a business plan and calculating technical and economic indicators, - Selection of the PE's work field (industry, trade, services, etc.). - Searching for a partner company from real Business.	- Assessment of the entrance level (knowledge; competencies, etc.) of the students. - Methods of "catching up" and "learning on the go" are planned if needed. - The documents for the PE registration are prepared. - The registration documents are submitted to the CO and bank accounts are opened. - The real business partner is visited. - The organisational structure of the company is determined. - The functions of separate departments and all the important business processes are described. - The conditions of recruitment and the number of employees are determined. - Job descriptions of the PE students are drawn up. - The internal documents of the PE are developed. - The procedure for applying for job in the PE is prepared and is implemented.	- Planning of all business activities (operative plans) is initiated. - The market, the expected expenditures and turnover are estimated. - Catalogues, advertising materials, price lists, offers and orders are developed and distributed. - Requests to other PEs for office equipment and stock loading are prepared. - Accountancy documents are prepared and processed. - Invitations are published to the candidates for applying for a job (training) in PE. - Individual employment contracts are prepared and signed. - Descriptions of all-important business processes in PE. - Work instructions are created for employees.

Orientation, guidance phase. The participants get acquainted with the differences between the training and the real enterprise at organized preliminary meetings. They need to understand that working in a PE is not a game, although there is no real movement of money, goods and services and that their attitude to the work process determines the development of the company.

Depending on the capabilities of the university and the specifics of the region, meetings are organized with managers and owners of real enterprises, which could subsequently become partners and mentors of the PE.

The field of activity of the PE is chosen by the participants themselves - trainers and trainees, or depending on the objectives of the training, it is offered by the head of the PE, by the training institution or by the mentor company.

If the training institution has chosen to maintain annually the same PE with permanent names and field of activity for the purpose of acquiring additional knowledge, chances to select field of activity can be lost in the stage of preparation for work in a PE. Ultimately, the trainees work in the PE established by the training institution. In this case, it is more appropriate for the trainees to visit the PE, to get acquainted with the work of the team they can inherit and to develop a further business plan of the company. Some of the educational institutions organize a kind of auctions for the inheritance of the most desirable PE.

The field of activity consideration develops the entrepreneurial orientation of the trainees, without which the functioning of the enterprise and its appearance on the market is inconceivable. The idea for the enterprise is prepared on the basis of an analysis of the potential of the respective country and the state of its market. First of all, the idea of creating a PE must be consistent with the specialty in which students are educated.

On the other hand, the field of activity of the PE must be in accordance with the PE operating in the country. The review of the list of operating PEs will give the team an idea of competitors and possible partners. The study of the market opportunities for suppliers and potential customers will prove the prerequisites for successful operation and selling of the goods and services of the PE.

The entrepreneurial idea is built by considering a number of factors (Table 9).

Table 9. Factors related to entrepreneurial idea

Field of activity	The expected success of the activity	The place where the activity will be performed	Entrepreneurial risk
A large number of companies with the same field of activity. Small number of companies with the same field of activity or lack of such at all. Demand (traditionally) of this type of product/service by the population in the respective country. New product / service for the country.	Availability of a sufficient number of suppliers. Quality of the product or service on the market. Market needs. Quantity and variety of goods and services offered. Opportunity to conclude long-term contracts for supply and sale of goods or services. Opportunity to obtain loans. Possibility to receive tax deductions.	Location with developed infrastructure. Proximity to suppliers and customers. Consideration of the place with other companies having similar activity (competitors). Possibility to minimize the costs for office and production premises.	Strong competition. Insufficient information about potential customers of the company's products and their solvency. Lack of sufficient funds to expand the activity and quickly getting to the point of profit. Need for delivery of most of the goods and lack of sufficient working capital.

The attractiveness of the entrepreneurial idea should be complemented by a pragmatic analysis of the relationship between incentives and risk factors for a final decision in favour of setting up an enterprise with a specific field of activity. With regard to PE, the experience of the head of the company and his contacts with real companies is also of great importance.

Construction phase. During program content improvement process PE students can recheck and update organizational aspects of company (Table 10).

Table 10. Organizational areas improvement aspects in PE

Area	Comments, directions for improvement/changes
Choice of legal form	Over the years, companies with almost all legal forms permitted by law have been registered in the Network of the PE.
Partners and founders	Individuals, legal entities. Equity of the company at the expense of share contributions of the founders
Main activities	Organization of the new company's activity. Trade through own or rented shops. Production. Packaging and wrapping. Processing and repair. Services in own or rented office. For the purposes of the education in a PE, the activity of a genuine company is reduced to a model that works in an environment and under laws that are as close as possible to the reality.
Company staff	All personnel policy aspects
Business Plan	The training institution and the head of the PE choose the scope of tasks for preparing a new business plan for the PE.
Registration	The registration of the PE (or changes in basic information) is a reproduction of the registration of the actual enterprises in the state institutions according to the current legislation, but it is done in the Central offices through the services simulated therein. It is necessary to clarify the meaning of these registrations to the trainees - from which state structures they are carried out and, if possible, to visit them and hold meetings with their employees, as per the place of residence. It is extremely useful to get acquainted with the websites of the respective institutions, the presentation of their functions and the documentation used in the registrations.

Development phase. At this stage the actual work by departments begins. The PE starts working:

- Planning of all business activities (operational plans) begins.
- The market expected costs and turnover are assessed.
- Develop and distribute catalogues, advertising materials, price lists, offers and place orders.
- Requests are prepared to other PEs for office equipment and stock refilling.
- Accounting documents are prepared and processed.
- Salaries are paid.
- Taxes and accompanying letters are prepared and sent to the Tax Office of the Central Office.
- Social security contributions and cover letters are prepared and sent to the Insurance Service of the Central Office.
- Orders are processed and goods are sent, or services are invoiced.

All activities are grouped under the name: Commercial activity in a practice enterprise (table 11)

Table 11 Fields of commercial activity improvements in PE

Department	Processes and documents
Human Resources /Staff	Staff files Disciplinary procedures Job descriptions Employment contracts Time schedules Attendance and leave Salary and pay Reflects legislative changes in a timely manner
Reception	Visitors - Organizes the reception and service of visitors Staff - monitors staff completes time and arrival times Phone - Answers a phone call in accordance with the company's policies and procedures; Transfer the call to the correct staff, department / section Post - receiving - prepares an inventory of all received mail/letter and incoming numbers; Sorts and forwards mail to departments / sections Post - sending - prepares the procedures for written correspondence, inventory of sent mail/letter and outgoing numbers Online meetings
Marketing department	Lists of approved suppliers Lists of potential customers Purchase request (order) Sales book Inquiry book Tracking and reporting progress E-commerce - online store Sub-preparation plan for Trade Fair / event Organizing the exhibition area and the activities of the Trade Fair / event Organizing the activities after the Trade Fair / event Pricing of products for sale Prepares catalogue, sales brochures, advertising materials Prepares company vision, logo, letterheads, documents, company clothing Responsible for creating and maintaining a web page Correspondence with suppliers and customers by e-mail, Telephone Tracking and reporting errors and omissions and offers possible solutions

Sales Department/ Goods Dispatch/Delivery Department	Stock despatched to customer
	Creates company procedures and sales procedures
	Check the goods that will be delivered for quantity, description, coding
	Issue the delivery notice number
	Prepares delivery and / or export documentation when required
	Organizes transport / delivery
	Sends documents to the client
	Discusses with the customer by phone, e-mail, any delivery problem
Finance Department/ Accounting	Sales invoices - Posting in the sales ledger / accounts receivable
	Sales Credit Note - Posting in the sales ledger / accounts receivable
	Purchase Invoices - Posting
	Credit Note for Purchase - Posting
	Journal - exchange losses / gains - Posting
	Diary - cash discounts - Posting
	Account balances
	Trial balance
	Extended trial balance
	Profits and losses and balance
	Account statement
	Debtor analysis
	Credit control
	Receipts from customers
	Control accounts
	Purchase Invoices - Posting in the Purchase Book / Payment Accounts
	Credit Note for Purchase - Posting in Purchase Book / Payment Accounts
	Request for payments to suppliers
	Payments to the supplier
	Control accounts
	Receipts - customer checks (if applicable in the practice of the respective country) Receipts - bank statement
	Payments - supplier - with checks
	Payments - preparation of payments to suppliers through a bank
	Cash register and cash book
	Cash book balances
	Bank statements

Steps, actions, directions: Students must build the knowledge, skills, and values they need to navigate, and participate in the economic world. So, determine commercial activities priorities (themes), then work how participants in the economic world make decisions, and how they analyse how these decisions impact on sustainability; Learn to think using sustainable models, and analyse the impacts of economic decisions on stakeholders and the environment; Analyse economic decisions and their potential impacts on communities and environments; Learn that models and concepts are simplifications of the real world, and can be used to support predictions about decisions and outcomes; Understand how to apply models and concepts to material problems and contexts within the world of work.

5.2   Commerce and trade with other target groups

Recommendation 5.2: Protect own interests, ensuring fair competition, and continued commerce as economic relations are a central part for PE competitiveness, employment and wellbeing.

Practice Enterprise network consists of different target groups from secondary education, VET, adults schools and other institutions. One of the main goals in the work of PE is to train students in communication and skills to work with other partners at:

- Identifying options and opportunities to realise the product in national and international PE network in achieving the external trade goals.
- Learning to think about problems from the perspective of potential customer or customers groups.
- Creating connections and transactions between Practice Enterprises.
- Helping students to better understand the requirements of the regulatory framework for the operation of the business and to assess their own business opportunities.
- Building on existing relationships and activities.
- Measuring the PE trading performance.

Commercial Trading Events are organised for the Worldwide Practice Enterprise Network and focus on increasing the volume of international trade between Practice Enterprises. These events include Intensive Trading Events and Practice Enterprise Trade Fairs. Trainees are able to test their sales pitch and negotiation skills and the commercial processes of order processing. They get to experience

different languages, cultures and business etiquettes. The interactions teach them soft skills that can readily be put to use in the real world of business.

Steps, actions, directions: Create the strategy of communication and trade with other PEs in national and international network. Organize networking events for aspiring students to pitch their ideas to PE market. Promote PE widely across PE network that engage potential customers – other PEs. Create mechanisms to integrate and absorb experience and information from other target groups during the communication process. Organize visible, accessible and attractive activities with another PEs.
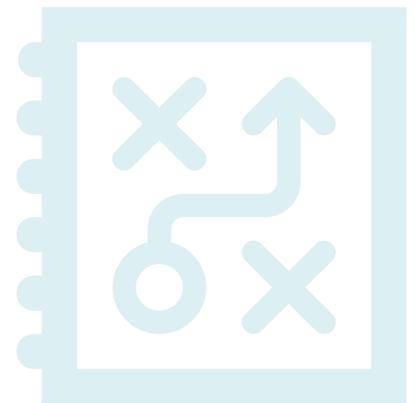
6 Inter-Institutional Collaboration

Recommendation 6: Incorporate in the annual PE activities plan several Inter-Institutional Collaborations events -to foster future-proof job skills of HEI learners.

Collaboration across institutions has always been normal, expected, necessary, and valued. The cooperation between PEs covers not just trade in goods and services, but also a broad range of other areas in the HEI interest, such as students' competitions, conferences, team challenges, mobilities, projects and programmes, research and other events, also sustainability, digitalization, innovations, internationalization coordination, etc.

Inter-institutional cooperation is an important element in the training of students in PE. It helps to develop communication skills and responsibilities when working with national and international institutions. PEs provide a wide variety of opportunities for inter-institutional collaboration.

EXAMPLE 1: Austria - University of Graz

Organizing events for the PE-market. Students organize an online PE-fair (the 'Online Trading Day'/OTD/) on a regular basis. The OTD in April 2021, organised (organized) by the *eXpand* and *KFUNIline* (University of Graz) included 137 participants, 32 presentations, 20 different Practice Enterprises from 4 different countries (Austria, Italy, Czech Republic, Romania) within 4 German- and 3 English-speaking sessions:

[4]

Attending PE-fairs. Regular international PE-fairs provide the opportunity for collaboration with other PEs on an international level. *KFUNIline* and *eXpand* attended several international fairs, including the International PE-fair in Dornbirn (Austria) in November 2018 [5].

Further pursuing the development of the method, itself in cooperation with other universities, school and the federal ministry. Examples for inter-institutional cooperation within this area include the development of PE standards with Austrian Federal Ministry of Education and school representatives as well as the involvement of the Department of Business Education and Development in the project 'SMART PE' [6].

EXAMPLE 2: Lithuania – Vilniaus kolegija/University of Applied Sciences

PE "Migle" had different inter-institutional collaborations with other HEIs, like participating in National competition events promoting entrepreneurship for HEI students together with other colleges of Lithuania (Utenos kolegija, Kauno kolegija) and in common Scientific Conference (Vilniaus kolegija plus Utenos kolegija), also some online events-meetings (PE "Migle" Vilniaus kolegija plus PE "Biurometa" Lietuvos verslo kolegija) in 2020/2021. According to the planned activities of HEIPNET project, Vilniaus kolegija is going to visit Graz University with group of students in 2022. Future research opportunities – IT using practices in PE teaching in HEIs in Lithuania and abroad.

EXAMPLE 3: Bulgaria – University of National and World Economy

An International Practice Enterprise Fair has been held in Bulgaria annually since 1997. Thanks to this event, learners can compete and compare their achievements. For example, in March 2021 the latest International Practice Enterprise Fair in Bulgaria was held, organized by the Bulgarian Central Office at the Ministry of Education and Science of the Republic of, with the support of PEN Worldwide. A total of 1600 trainees and 166 Practice Enterprises from Bulgaria, Belgium, Romania, Luxembourg, Slovenia, Montenegro, Spain and Lithuania took part [7].

HEIPNET
Recommendations for Practice Enterprise Curriculum Improvement

Steps, actions, directions: Commitments to improving access to education and the needs of individual students have strengthened modern methodologies for the development of distance learning and given new impetus to inter-university collaboration in organization of practice in PE. Initiate dialogue and discussions between other HEIs and external environment for mutual benefit. Believe that every online or in-person event participant is a winner already: a winner of experiences, a winner of contributing to PE community and a winner of giving your best, so regularly check PEN Worldwide Events pages: https://www.penworldwide.org/events/events-calendar/ and https://events.penworldwide.org/.

Conclusions and insights

These recommendations provide basic directions for the development of the PE curriculum in view of the current developments in involved project partners universities. The development and improvement of the programme/module in the universities for work in PE is a very important element in the overall vision for the dissemination of this type of education. The experience gained in a number of universities and countries is a solid basis for further development and improvement.

The exchange of good practices in different fields of higher education, as well as in different degrees - bachelor and master lead to greater opportunities for students for quality vocational education and subsequent professional realization. On the other hand, this will lead to greater competition between universities to attract new students, which in turn will lead to better and more competitive education.

The PE programme/module development process could be started with 4 main steps:
- Review of the Aims, Objectives, Competencies and Needs of the curriculum.
- Revise the subject objectives, subject competencies, and learning outcomes.
- Select the appropriate content for the revised competencies.
- Develop the PE learning material as needed.

PE Curriculum development process moves forward:
- Meeting the needs of all potential PE students.
- The current University expectations of the field.
- The knowledge of and readiness for change on the part of trainers/students/mentor companies.
- The availability of national and international PE network resources.
- The role and availability of information and technology resources in PE departments.
- PE activities planning issues.
- Methods and purposes of assessments.
- Students' professional development thought learning by doing concept.
- Students ability to find, use, and evaluate information important to their careers and their lives as citizens as well as to communicate and work effectively using the technological business management tools.
- Students' ability to monitor and reflect on progress on a regular basis.

Appendixes

Appendix 1. Course Template Example A

Course Code	
Course Title	Management and Organization of Accounting Activity
Course Credits	6 credits
Course Description	The discipline "Management and organization of accounting activity" is designed for students of regular education in the "Accounting" specialty. It is taught in the seventh semester. The aim of the training is to broaden and deepen students' theoretical and practical knowledge of better understanding of the organization, technology, regulation and the practical implementation of accounting. This is achieved through a detailed and purposeful introduction to the specific organizational and technological requirements in the accounting practice in a PE, by presenting and examining case studies and their decisions on the basis of the requirements of the normative regulation. The necessity and the essence of the regulation in the management and organization of the accounting are considered. It presents the sources of normative regulation, their historical development in international practice and their reflection in the national legal framework.
Course Prerequisite	Completed courses in Accounting Theory, Financial Accounting, Management Accounting are required.
Course Corequisite	None
Course type	☐ Compulsory ☑ Optional
Course Implementation Form	☑ Classroom work ☑ Distance Learning
Language	Bulgarian
List any restrictions or special notes for this course.	No restrictions
Is this a Specialty Course?	☑ Yes ☐ No
Will this course have a Practice-Based Learning component? If so, please indicate the type(s).	☑ Yes ☐ No
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of practice-based activities.*	Lecture hours Practical hours Self-study hours 2 22 2 3
Is this course Cross-Listed? If so, with what department?	☐ Yes ☑ No

Program Implications	No Implications
Learning Outcomes Students who successfully complete this course will demonstrate:	After the training students will now theoretical and practical knowledge of better understanding of the organization, technology, regulation and the practical implementation of accounting. The students should be aware of the "Practice Enterprise's" complex field of action and be able and willing to critically reflect the method "Practice Enterprise". After the successful completion of the course they will be able to successfully participate in the practical application of accounting in a particular company or to organize their own.
Will additional resources be required? If so, please list them.	☑ Yes ☐ No Own office equipped with PCs and the necessary ERP software for the students, where they have access to it.
Course Length, Number of semesters, trimesters, etc.	1 semester
Required Workload (term paper, exam, presentation, etc.)	Regular evaluation of performance, active participation in meetings and group dynamic exercises, designing presentations and discussions, production of a portfolio at the end of the semester

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Appendix 2. Course Template Example B

Course Code	
Course Title	Logistics skills improving practice
Course Credits	6
Course Description	The subject analyses the requirements for the establishment of companies, tax requirements for transport service companies, analyses the requirements for the organization of transport logistics processes, provides basic knowledge of marketing and quality management.
Course Prerequisite	Basics of Management, Basics of Economics
Course Corequisite	Logistics
Course type	☑ Compulsory ☐Optional
Course Implementation Form	☑ Classroom work ☑ Distance Learning
Language	Lithuanian, English
List any restrictions or special notes for this course.	
Is this a Specialty Course?	☑ Yes ☐ No
Will this course have a Practice-Based Learning component? If so, please indicate the type(s).	☑ Yes ☐ No Project based learning
Hours of contact time expected per week, if applicable. *For example, two hours of lecture and one hour of practice-based activities.*	Lecture hours Practical hours Self-study hours 0 72 88
Is this course Cross-Listed? If so, with what department?	☑ Yes ☐ No
Program Implications	
Learning Outcomes Students who successfully complete this course will demonstrate:	Students will be able to understand the system of legal acts of the Republic of Lithuania and international legal acts also laws regulating the activities of companies and the tax system and apply them in professional activities. Students will be able practically apply the international requirements governing the transportation of cargos by various modes of transport. Students will be able to perform cargo / passenger flow calculations, evaluate traffic volumes, directions and market conditions and prepare research reports.

Will additional resources be required? If so, please list them.	☐ Yes ☑ No
Course Length, Number of semesters, trimesters, etc.	One semester
Required Workload (term paper, exam, presentation, etc.)	Reports after finishing each department, report after finishing all course, presentation

Appendix 3. Course Template Example C

Course Code	**PS 331.303**
Course Title	Practice Enterprise and Quality Management
Course Credits	6 ECTS Credits
Course Description	Everything about the Practice Enterprises KFUNI*line* or eXpand (one of the two groups will be in German, the other one in English). The Practice Enterprise (UEFA) is an Enterprise simulation for learning purposes, where students work and learn in or at the model Enterprise. As staff and students of the Practice Enterprise, they actively participate in national and international Practice Enterprise markets and experience operational and economic relationships among an educational perspective. This course also offers an insight into the philosophy of comprehensive quality management in vocational education and corporate culture as well as in theories of activity orientation.
Course Prerequisite	A Bachelor's degree in business administration is required to attend the Master's Programme. Prerequisites for attending the proseminar Practice Enterprise and Quality Management in Graz are the introductory courses of the Master's Programme according to the curriculum. It is recommended to attend the course in the 3rd semester of the five-year Master's Programme.
Course Corequisite	No Corequisite
Course type	☑ Compulsory ☐ Optional
Course Implementation Form	☐ Classroom work ☐ Distance Learning Distance Learning was excessively utilized due to the Covid-19 Pandemic, but in general students can work remotely for their daily PE-tasks; but the weekly meetings take place in presence.
Language	KFUNI*line* in German; eXpand in English
List any restrictions or special notes for this course.	No restrictions
Is this a Specialty Course?	☐ Yes ☑ No
Will this course have a Practice-Based Learning component? If so, please indicate the type(s).	☑ Yes ☐ No

HEIPNET

Hours of contact time expected per week, if applicable.	Lecture hours 3	Practical hours 3	Self-study hours 0,5
Is this course Cross-Listed? If so, with what department?	☐ Yes ☒ No		
Program Implications	No Implications		
Learning Outcomes Students who successfully complete this course will demonstrate:	The students should be aware of the "Practice Enterprise's" complex field of action and be able and willing to critically reflect the method "Practice Enterprise". Students are expected to familiarize themselves with the complex and multi-dimensional method of different roles and perspectives - learners - employees - future potential teachers. After completing the course, students are able to critically reflect the method from different perspectives, understand and control operational and economic structures and processes, establish connections between business and economic content and further develop these. They are familiar with different perspectives - Practice Enterprise as a learning site, Practice Enterprise as a business site and on a meta level - and they can "move" at these various levels. With this course students can develop their comprehensive competence to take action and gain an insight into how a Practice Enterprise can be managed, both from a pedagogical as well as a business perspective (dual cycle). Furthermore they are able to apply their acquired knowledge, competences, and skills independently in new situations and solution-oriented business activities.		
Will additional resources be required? If so, please list them.	☒ Yes ☐ No Own office equipped with PCs and the necessary ERP software for the students, where they have access to it.		
Course Length, *number of semesters, trimesters, etc.*	1 semester		
Required Workload (term paper, exam, presentation, etc.)	Regular evaluation of performance, active participation in meetings and group dynamic exercises, designing presentations and discussions, production of a portfolio at the end of the semester		

Appendix 4. Course Template Example D

Course Code	**Degree in Economics and Management (cod. 9202)**
Course Title	SIMULIMPRESA
Course Credits	6
Course Description	Among the purposes of the business simulation course there is to develop in students the relational skills typical of the workplace, experience the company climate to reduce the gap in job placement, improve behavioural skills, acquire a better perception of their own attitudes and roles, apply the acquired knowledge, and generate new knowledge that can be used in the subsequent phases of the study paths.
Course Prerequisite	None
Course Corequisite	None
Course type	☐ Compulsory ☑ Optional
Course Implementation Form	☑ Classroom work ☑ Distance Learning
Language	Italian
List any restrictions or special notes for this course.	
Is this a Specialty Course?	☐ Yes ☐ No
Will this course have a Practice-Based Learning component? If so, please indicate the type(s).	☑ Yes ☐ No With the business simulation the student is called to be an active and responsible part of the way a company operates, taking on a role in the aspects concerning the management of the company: accounting and budget, organization, administrative obligations and tax, internal and international commercial management, financing, investments, relations with banks, the application of ICT. In summary, the student must contribute to elaborating management choices and must comply with legal obligations in a framework of simulated operation proposed with a high degree of approximation to reality. For this purpose, a virtual company will be operating in the trade or services sector, in the Labic Laboratories of the School of Economics of Forlì, which materially reproduces the typical organization of a company in administrative, financial and commercial functions. PC stations for each student also in remote mode; use of management software for accounting, planning and management control. Use of the www.simulimpresa.com platform and social networks.

Hours of contact time expected per week, if applicable.	Lecture hours 4	Practical hours 36	Self-study hours N.A.
Is this course Cross-Listed? If so, with what department?	☐ Yes ☒ No		
Program Implications	The aim of the teaching is to develop a direct knowledge of the functioning of the company through the faithful reproduction of its way of operating in the following areas: administrative-accounting, management control, finance, marketing, human resources. The aim is to involve students in a learning path and consolidation of what is addressed in business study courses, to move from a purely theoretical learning to a concrete and active approach. Application software will be used in business management for the Accounting and Drafting of the Exercise Financial Statement, Management Control, Accounting Audit.		
Learning Outcomes Students who successfully complete this course will demonstrate:	At the end of the course the student is able to: - know how to understand the business problems in the applicative aspects; - knowing how to assume responsibilities and make decisions in the simulated company; - knowing how to apply multidisciplinary knowledge.		
Will additional resources be required? If so, please list them.	☒ Yes ☐ No Daniele Gualdi. ACTIVE LEARNING, Metodologie innovative di insegnamento per l'Accounting Education. L'impresa simulata Monte Università Parma Editore, Parma, 2018 Daniele Gualdi. *Manuale di Simulazione di Impresa*, Società Editrice Il Ponte Vecchio, Cesena, 2016. Daniele Gualdi. *L'Impresa Simulata*. Paramond Editore, Milano, 2001		
Course Length, number of semesters, trimesters, etc.	1 semester		
Required Workload (term paper, exam, presentation, etc.)	At the end of the Simulimpresa course, students are required to produce a paper (about 25 pages)		

Appendix 5. Course Template Example E

Course Code	
Course Title	Business Practical Training (Simulation of business)
Course Credits	5
Course Description	In this course students evaluate business environment, manage simulated company, carry out purchase and sales procedures, manage financial and material resources, analyse company results.
Course Prerequisite	Marketing, financial ant material resource management, human resource management
Course Corequisite	Economics, management
Course type	☑ Compulsory ☐ Optional
Course Implementation Form	☑ Classroom work ☑ Distance Learning
Language	Lithuanian, English
List any restrictions or special notes for this course.	-
Is this a Specialty Course?	☑ Yes ☐ No
Will this course have a Practice-Based Learning component? If so, please indicate the type(s).	☑ Yes ☐ No Learning by doing
Hours of contact time expected per week, if applicable.	Lecture hours 1 Practical hours 3 Self-study hours 4
Is this course Cross-Listed? If so, with what department?	☑ Yes ☐ No Different departments for different study programs
Program Implications	-
Learning Outcomes Students who successfully complete this course will demonstrate:	Ability to manage human resources, ability to prepare documentation of employment: commands, contracts and the ability to evaluate business environment, ability to do purchase and sale, ability to advertise the product, ability to prepare various business documents: orders, invoices, delivery notes, agreements and both., ability to do book-keeping records and financial transactions, ability to collaborate, ability to analyse company's results.

Will additional resources be required? If so, please list them.	☑ Yes ☐ No Consultations/interactions with real business companies
Course Length, number of semesters, trimesters, etc.	1 module (9 weeks)
Required Workload (term paper, exam, presentation, etc.)	Reports after finishing each department, presentation, test

Appendix 6. Staff selection stages, purpose and workflow

Students will be able to organize and formalize the staff selection documents, systemize, manage and assess them.

Stages	Purpose	Course: actions and directions
1. Filling in an Employment questionnaire	To specify position that the candidate wants to occupy, to provide information for an interview.	As long as the candidate is filling in the questionnaire, the director and the Selection Committee are analysing CV and a motivational letter.
2. The initial "sorting" interview	To be able to assess the candidate's suitability.	Director and manager of the Personnel Department keep talking with the candidate, ask about the work experience and desired payment, prepare for the most commonly questions asked by employers. Director (student) of a group which has already completed studies, teachers, representatives of the social partners may be invited to the Selection Committee.
3. Testing and survey 'behind back'	To assess a candidate's work skills and the ability to learn at work. Screening of candidate summary or questionnaire.	There can be used computer-based testing program, explored various options. Getting into contact with the previous candidate's boss (group elders).
4. The final evaluation	To analyse the first three stages of data.	Director together with the Personnel Department manager makes decisions.
5. The job offers	To "fill" a vacancy or position.	Proposed salary and benefit package. A candidate writes a job application. Visa of the director.

Appendix 7. Recruitment stages, purpose and workflow

Students will be able to prepare recruitment documents, systemize, manage, and evaluate them.

Stages	Purpose	Course: actions and directions
Recruitment documents and selection	To know what documents an applicant must provide when applying for a job.	Recruitment documents are collected and registered.
Preparation of documents for the Personnel Department	To be familiar with the basic documents to be completed by the staff of the Personnel Department when accepting a new employee for work and to fill in them correctly.	The Personnel Department prepare the Order on employment, employment contract, contract on material liability, report to the State Social Insurance Fund Board about employment of persons covered by social insurance, identity card, contract on financial liability (only with department leaders and materially liable persons) and registration of signed documents.
Employee personal files creation	To know how the employee personal files are created. Personal document filling procedure.	Employees' personal files are created and registered.
Employment certificate preparation	Procedure of issuance - return of employment certificates.	The procedure of issuance- return of employment certificates is prepared/updated, employment certificates are issued and registered, codes to the employees are conferred.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Appendix 8. Employee timesheets stages, purpose and workflow

Students will be able to fill in the working time records, analyse and document the missing documents.

Stages	Purpose	Course: actions and directions
Work scheduling	The timesheet must contain the number of work schedule, except the cases when only one work schedule is used at the company.	The question on departments' exchange of departments is considered and work schedule is drawn up. The beginning and the end of employee daily work, and the breaks are determined. Work schedules are provided on the public information board.
The daily working time recording	The correct completing of time sheet, according to which the employee remuneration will be calculated. Employee working time control.	A responsible employee completes a daily time recording sheet and control an employee working time.
Recording of working time breaches	To know how breaches on working time are documented.	Offenders' explanation (self-explanation). Director's resolutions. Disciplinary punishment application.

Appendix 9 . Company documentation stages, purpose and workflow

Students will be able to prepare, record, systemize and recognize the different types of documents; justify the legal basis for documents preparation, understand business documents system; formalize documents under the valid rules; apply the modern information technologies in obtaining, structuring and analysing received information; manage and evaluate documents.

Stages	Purpose	Course: actions and directions
Creation of the document system for operation	To decide what documents are required for ensuring business success. To ensure that they are properly prepared and formalized, and legally valid.	Decisions made on the preparation of company documents. They are as follows: 1) Legal Acts (orders, resolutions, instructions, ordinances, solutions) for the implementation of the internal administration functions. 2) The approval documents (directions, articles, provisions, statute, rules, regulations and, etc.) 3) The reference documents (acts, reviews, reports, characteristics, certificates (notes), minutes, papers, recommendations, etc.).
Planning / updating of the documents for company operation	When pursuing activity, you have to create, approve, receive and take over the documents from other legal or natural persons.	The main documents for company operation such as orders patterns (on the operational, staffing, holidays and business trip issues), job descriptions, workplace descriptions, internal procedure rules and other company documents are prepared / updated.
Documentation plan and register list preparation	Document management.	Documentation plan for year is approved and registry list used in the company is prepared / updated. Company files are created.

Appendix 10. Occupational health and safety stages, purpose and workflow

Students will be able to evaluate work safety at the company - to accomplish analysis on safety, identify and eliminate disadvantages, and create safe and healthful working conditions.

Stages	Purpose	Course: actions and directions
Search for legal acts defining the requirements for safety and health	To know how working tools and working conditions meet statutory requirements for health and safety at the company and its divisions.	To compare and submit the findings.
Occupational risk assessment	Employees must be protected from occupational risks, or they have to be minimized.	Occupational risk assessment procedures at companies are set under occupational risk assessment regulations. After evaluation of occupational risks at a company, the action plan for risk elimination and reduction, according to which the risk prevention measures have to be implemented, must be prepared and approved.
Document preparation	To prepare the documents governing the safe work of company's employees.	Occupational safety and health instructions or the rules / instructions on the safe handling of equipment used at a company are developed and approved. Company employees are instructed on the safety and health issues (requirements) (signature).

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

Appendix 11. Organizational culture and personnel policy stages, purpose and workflow

Students will be able to form a personnel policy, focusing on such factors as safe working conditions and social security, assurance of peace among the different groups of personnel, personnel interests combination, personnel evaluation, motivation and promotion, system of values that guide an organization.

Stages	Purpose	Course: actions and directions
Personnel management principles determination	To combine PE desires with actual opportunities.	The concept of the structure, system, leadership styles, covering the main goals and behavioural norms of staff, organization commitment and personnel development is determined.
Organizational culture formation	To develop a sense of identity, fostering a commitment to the company and its intended objectives. This sense ensures stability of the company, forms behaviour motivating employees to correctly handle the firm.	A system of values that guide the organization is created. It has to be recognized by a company member and make influence on their behaviour. It is supported by history and myths of an organization and manifestations of traditions, ceremonies, rituals and symbols. Scenarios for different events, rituals, ceremonies and, etc., that are likely to become a company culture element are being created.
Personnel motivation and incentive factors determination	Combination of the personnel needs with the goals of organization.	Motivation and incentive rules for employees are prepared and approved. Procedure for the best employee election is considered and approved. Thanksgiving, records (entries) in PE graduation certificates.
Documentation creation for personnel policy	When creating the principles of personnel policy and personnel management strategy, the documents related to personnel management functions adjustment in order to improve staff efficiency may be prepared.	The most important documents are as follows: Instructions on personnel performance (the basic working principles); internal rules of procedure; regulations on department organization; staff job descriptions; regulations on staff competencies planning and assessment.

Appendix 12. Meeting organization stages, purpose and workflow

Students will be able to properly get ready for staff meetings, organize and lead them and to prepare meeting documents.

Stages	Purpose	Course: actions and directions
Preparation for meetings	To get ready for an effective meeting management.	Meeting agenda is coordinated with the director and department managers. Ad preparation and publication. Report preparation. Premises, handout and consideration material preparation. Vote on the proposals forethought. Presidency and secretary anticipation.
Conducting the meeting	Meeting president is ready to take on responsibility.	The president of meeting must be ready to open the meeting in time, to follow agenda, encourage to speak shy persons or diffident participants, carefully listen to the speakers, to stop any spontaneous discussion and not to give in to emotions, etc.
Meeting minutes preparation	To summarize the speeches and debates and to document the essence, clearly formulate resolutions.	The meeting minutes are prepared and recorded.

Appendix 13. Employee transfer and dismissal stages, purpose and workflow

Students will be able to formalize an employee transfer to other departments, other positions and prepare employee dismissal documents.

Stages	Purpose	Course: actions and directions
Preparation of documents for the employee transfer to other departments / other positions, etc.	To know, what documents are processed at an amendment in the conditions of the initial employment contract and to prepare them.	To collect and record employee requests for a transfer to another department. Visa of a manager. The Order for transfer. Entries about the amendments in the employee's personal file, material liability terminations, records on variations in an employment contract. Contracts on material liability conducted with a new staff.
Official registration of document of redundancies	To develop proper employee dismissal documents.	Preparation of the report to State Social Insurance Fund Board on employee dismissal. Entries in personal files. The order for dismissal. Employment certificate reinstatement.
Employment contract termination	To know the employment contract termination conditions.	Entries in the employment contract. The signatures of parties.

Appendix 14. Team collaboration questionnaire example

1. My ideas and suggestions are always neglected.	1	3	5	7	8	10	My ideas and suggestions always receive proper attention.
2. I do not think that the team leader is interested in my ideas.	1	3	5	7	8	10	I think that the team leader is very interested in my ideas.
3. In this team there is not proper collaboration and too little reasonable decisions.	1	3	5	7	8	10	Team perfectly collaborates and makes reasonable decisions.
4. Team members are not involved in the discussion of issues that concern them.	1	3	5	7	8	10	Team members are involved in the discussion of issues that concern them.
5. I am feeling uncomfortable in a team when I have to talk about my mistakes.	1	3	5	7	8	10	I am feeling comfortable in a team, here I can talk about my mistakes.
6. Our team is not able to deal with conflict and learn from them.	1	3	5	7	8	10	Our team is able to deal with conflicts and learn from them.
7. I do not get enough responsibility so that I could work well and continue my performance.	1	3	5	7	8	10	I get enough responsibility so that I could work well and continue my performance.
8. Discussions in our team have always failed to produce any satisfactory results.	1	3	5	7	8	10	Discussions in our team always give satisfactory results.
9. We never talk of what team members think about team collaboration.	1	3	5	7	8	10	We often talk of what team members think about team collaboration.
10. We never evaluate our teamwork.	1	3	5	7	8	10	We regularly evaluate our teamwork.
11. Our team work and quality level is low.	1	3	5	7	8	10	Our team work and quality level is high.
12. Our team members never share the material prepared or knowledge necessary for our work.	1	3	5	7	8	10	Our team members often share material prepared or knowledge necessary for our work.
13. For me, in this group there are too many rules and restrictions.	1	3	5	7	8	10	In this group there are enough rules and restrictions.
14. The team leader controls my work too often and too strictly.	1	3	5	7	8	10	The team leader is working well and helps me to do my best.

HEIPNET

Recommendations for Practice Enterprise Curriculum Improvement

References

[1] "The European Entrepreneurship Competence Framework (EntreComp)," [Online]. Available: (https://ec.europa.eu/social/main.jsp?catId=1317&langId=en.

[2] "Global Enterprise Challenge," [Online]. Available: https://gec.penworldwide.org/.

[3] "Competitions - TF FEST 2021," [Online]. Available: https://buct.org/db/images/TF_FEST_2021_KONKURSI_BG_31%20March_2.pdf.

[4] "University of Graz - 1st Online Trading Day 2021," [Online]. Available: https://wirtschaftspaedagogik.uni-graz.at/de/expand/neuigkeiten/detail/article/1st-online-trading-day-2021-1/ .

[5] "University Graz - 1st European PF Fair in Dornbin," [Online]. Available: https://wirtschaftspaedagogik.unigraz.at/de/expand/neuigkeiten/detail/article/1st-european-pf-fair-in-dornbin/.

[6] "ACT - Smarte Übungsfirma," [Online]. Available: https://www.act.at/home/uebungsfirmen-in-oesterreich/smarte-uebungsfirma/.

[7] "ONLINE TF FEST 2021," [Online]. Available: https://2021.tffest.bg/p/news.

[8] "Practrice Enterprise Network PEN Worldwide - Our Locations," [Online]. Available: https://www.penworldwide.org/locations/.

[9] "ACT," [Online]. Available: https://www.act.at/.

[10] "BUCT," [Online]. Available: https://buct.org/.

[11] "Zentralstelle des Deutschen ÜbungsFirmenRings," [Online]. Available: https://www.deutscher-uebungsfirmenring.de/.

[12] "Simulimpresa," [Online]. Available: https://www.simulimpresa.com/.

[13] "Simulith," [Online]. Available: http://sl.viko.lt/about_us/.

[14] Training for Trainers Guide, Sofia: Bulgarian Centre of Training Firms.

[15] W. i. B. Mentoring?. [Online].

Recommendations for Practice Enterprise Curriculum Improvement