

HEIPNET

Inclusion of Innovative Work-Based-Learning
and Business Partnerships in HEI Curricula Development

Practice Enterprise Concept Memorization Booklet



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HEIPNET

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Introduction

This document contains a summary of all 4 results for the HEIPNET project for Higher Education Institution Practice Enterprises (PE):

1. **Result: Practice Enterprise Implementation in Higher Education Institutions Handbook:**
 - Top 3 reasons to implement and run a PE
 - 3 basic steps for PE-trainers which are good help when founding a new PE
2. **Result: Practice Enterprise Partnership with Real Business Guide:**
 - Top 3 reasons to start a PE-business partnership
 - 6 basic partnership principles
 - Benefits and opportunities of PE and Business collaboration
3. **Result: Recommendations for Practice Enterprise Curriculum/Module Improvement:**
 - Top 3 reasons to start a PE development process
 - 6 areas for PE trainers, trainees and businesses to improve PE quality
4. **Result: Practice Enterprises and Business Partnership Database.**
 - Top 3 reasons to use the Partnership Database
 - 3 basic steps for PE trainers, trainees and business partners to be a part of a dedicated search system for HEIs

DISCLAIMER

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Manual for Practice Enterprise Implementation in Higher Education Institutions

Starting and teaching in a Practice Enterprise (PE) is a challenging task for the trainer – whether at a Higher Education Institution, at school or at another training institution. For this purpose, the Handbook “Practice Enterprise Implementation in Higher Education Institutions” is created and intended to provide a research-based insight into the PE methodology and to provide a **handbook for trainers** at Higher Education Institutions who are new to this methodology.

Top 3 reasons to implement and run a PE:

- 1. Worldwide Collaboration:** 7,000 PEs at universities, schools, vocational training institutions, companies and training centers, located in 40 countries, with more than 200,000 PE learners per year.

- 2. Highly versatile method to foster student competence development:** No matter whether the learning aims are focused on basic skills in business administration, international business or accounting, a PE is able to cover a wide variety of learning targets and enables the connection of previous and new knowledge as well as the development of professional, social and self-competences.

- 3. Action-oriented learning:** By design the PE methodology enables trainees to set their own aims, to work and learn towards reaching these aims and to reflect upon the things that went well or where they can improve.


With regard to the highly diverse possible applications of the methodology and the complexity of multi-dimensional teaching and learning environments, an easy step-by-step guide is out of reach of any manual.

However, there are **three basic steps** for ongoing PE-trainers which are a good help when founding a new PE:



(1) Know the method & check your national PE network

To implement a new course design at a Higher Education Institution, one must know the basics of the methodology. Aside from the didactical potential, this refers also to check your national PE network. National PE networks often provide country-specific information materials and assistance for trainers new to the method. You can access your national PE network directly via the website <https://www.penworldwide.org/>.

More about the method and the PE economy: **see Handbook Chapters 1 & 2.**

(2) Create your own PE

The next step towards your own PE-course includes modelling your PE. This can be done with the assistance of mentor companies or with a business plan. Also, the PE trainer plays an important role in the didactical setting to facilitate action-oriented learning.

More about modelling and the role of the PE trainer: **see Handbook Chapter 2.7 & 2.8**



(3) Ongoing PE-work – operating your own PE

Once the PE is set up and running, regular meetings might be conducted with the trainees to discuss the aims and the current working and learning progress. Whereas regular, usually weekly, meetings are quite a typical setup for university courses, the performance assessment is quite different from a typical lecture: portfolios, appraisal interviews and skills demonstrations might be utilized to assess student performance in this multi-dimensional teaching and learning environment.

You will find information regarding running your own PE throughout **Handbook Chapter 2** and regarding performance assessment in the **Handbook Chapter 3.**

Confused by the multiplicity of options? The method of PE is a highly versatile multi-dimensional teaching and learning environment which can provide a remarkable benefit for student learning and for your teaching. However, the method is no one-size-fits-all solution; it has to be adapted to fit your needs and your students' needs. **Best practices and initiatives** (in **Chapter 4**) might inspire you when conceptualizing your first PE at a Higher Education Institution.

You can find the Handbook here: [HANDBOOK](#)

Practice Enterprise Partnership with Real Business Guide

Industry-education partnerships are collaborative efforts that bring educational institutions, businesses and communities together to address their mutual interest in improving education. The Guide is designed for Practice Enterprise trainers, trainees and business leaders who are interested in engaging in **PE-business partnerships**.

Top 3 reasons to start a PE-business partnership:

1. Educational institutions

are no longer the only source of knowledge:

Nowadays it's necessary to involve companies in teaching/training activities. A Partner Company from a real business or Business Partner or Mentor Company is a real-world enterprise with the same or similar business activities as the PE, which, according to its abilities, supports the PE by sharing its experience, providing advice and consultation, real-life business materials and documents, samples of goods and services and financial support to PE trainees and trainers.

2. Partnership

programs can encompass a wide variety of activities:

They may involve staff development, curriculum, policy, instructional development, guidance, mentoring, tutoring, incentives and awards, common events and projects or they may provide material and financial resources.

3. The big impact of the

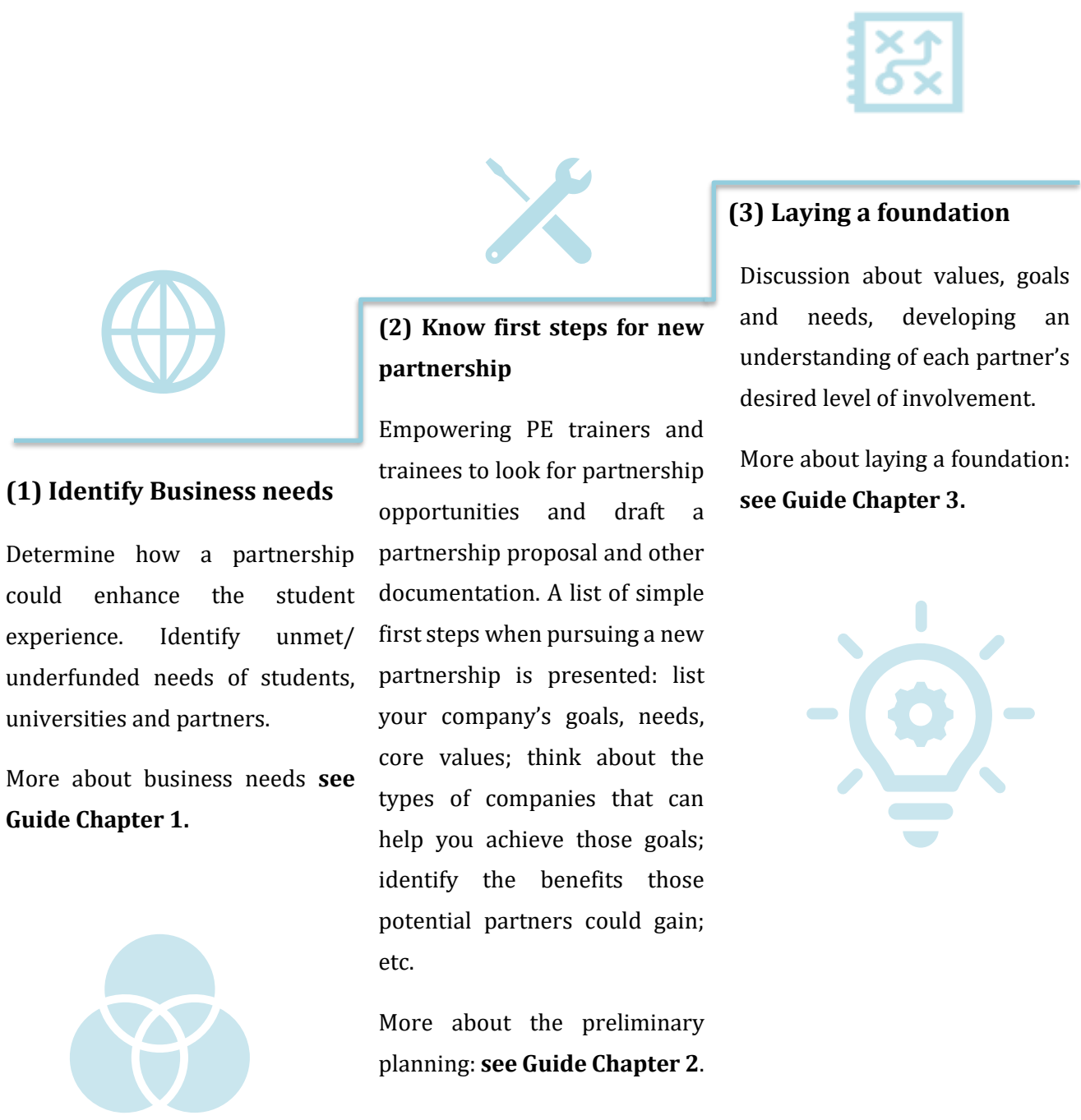
ever-changing business world for Practice

Enterprises:

Employee expectations have a strong impact on shaping the workplace. Businesses can be a differentiating factor in fostering student learning, narrowing achievement gaps, and helping educational institutions build capacity to provide effective pathways for youth into HEI and career.



However, there are **6 basic partnership phrases** and according to them, PE trainers, trainees and business partners can improve the partnership:





(6) Monitoring and evaluation

Partnerships should be developed with clear definitions of success for all partners. Evaluation should include collection and analysis of information to determine accomplishments, strengths and weaknesses of the partnership.

More about partnership monitoring and evaluation: **see Guide chapter 6.**

(5) Sustaining the partnership

How to secure explicit support and concurrence for the partnership at all levels of the university/PE and business.

More about sustaining the partnership: **see Guide Chapter 5.**

(4) Implementation

Establish a formal, written partnership management structure.

More about the methodology and the PE economy: **see Guide Chapter 4.**

Benefits and opportunities of PE and Company collaboration

For Companies	For Practice Enterprises
<ul style="list-style-type: none"> • Preparing company advertising material (leaflets, brochures) • Distributing the company's advertising on social networks • Searching for the company's potential customers • Organizing company events • Consulting the company's customers (presenting goods or services) • Participating in projects/preparing project proposals • Organizing and conducting market surveys • Preparing presentations about the company • Representing the company at trade fairs 	<ul style="list-style-type: none"> • Internship places for students • Getting acquainted with business areas (sales, construction, tourism, etc.) • Providing material support for the PE • Helping to understand the general business activities of the enterprise • Providing consultations/mentoring • Organizing training/teaching activities • Opportunities to use the company's infrastructure • Collaborating in preparing joint projects • Providing opportunities for cooperation with other companies

You can find the Guide here: [GUIDE](#)



Recommendations for Practice Enterprise Curriculum/Module Improvement

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

Top 3 reasons to start a PE development process:

1. Meeting the needs of all potential PE students:

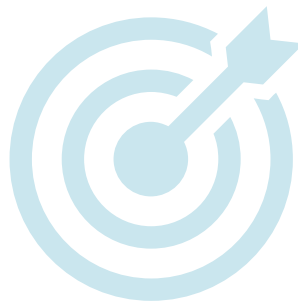
- Student professional development through learning-by-doing using the PE concept.
- Student ability to find, use, and evaluate information is important to their careers and their lives as citizens as well as to communicate and work effectively using the technical business management tools. Student ability to monitor and reflect on progress on a regular basis.

2. The current University expectations of the field:

Greater competition between universities to attract new students, which in turn will lead to better and more competitive education.

3. The knowledge and readiness for change on the part of trainers/trainees/mentors:

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.



However, there are **6 basic areas for** PE trainers, students and business representatives to improve PE quality:





(1) Core competencies

Recommendations:

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

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

1.2. Combine theoretical preparation with PE aims and objectives.

More about core competencies **see Recommendations Chapter 1.**



(2) Subject area

Recommendations:

1. Create structures and formal roles for ongoing, collaborative professional learning at the HEI level.

2. 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.

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

4. Create effective teaching and learning environment according to level of study.

More about the subject area: **see Recommendations Chapter 2.**

(3) Evaluation and assessment methods

Recommendations:

1. 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.

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

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

More about the Evaluation and assessment methods: **see Recommendations Chapter 3.**





(4) Real-World Connection

Recommendations:

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

More about **Real-World Connection** see

Recommendations Chapter 4.

(5) Inter-Institutional Collaboration

Recommendations:

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

More about Inter-Institutional Collaboration: see

Recommendations Chapter 6.



(6) Commercial Operations

Recommendations:

1. Use the commerce activities in PE for exploration of accounting, economic, and business concepts and models to make sense of society and solve problem.
2. Let students run the PE, as the “classroom” is a dynamic place and takes advantage of evidence-based practices in business and new ideas development.
3. Protect own interests, ensuring fair competition, and continued commerce as economic relations are a central part of PE competitiveness, employment and wellbeing.

More about Commercial Operations: **see**

Recommendations Chapter 5.

You can find the Recommendations here: [RECOMMENDATIONS](#)

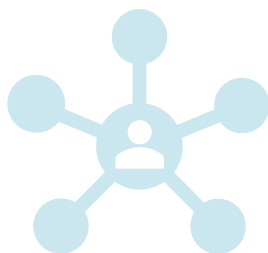
Database for Practice Enterprise and Business Partnership

The worldwide PE network has a **Web Application software for database and transactional processing**. Now the WebApp integrates dedicated webpages and sections for HEIs to find and disseminate data about their activities and services in relation to Practice Enterprise.

Top 3 reasons to use the Database:

1. Growing the connection between HEI students and teachers:

More than 150 HEIs in the database, which is a dedicated search system for HEIs for finding info on other HEIs and for finding partners for operations as well as for research purposes. The page providing a summary of all worldwide statistics has been opened to all HEI Practice Enterprises worldwide.



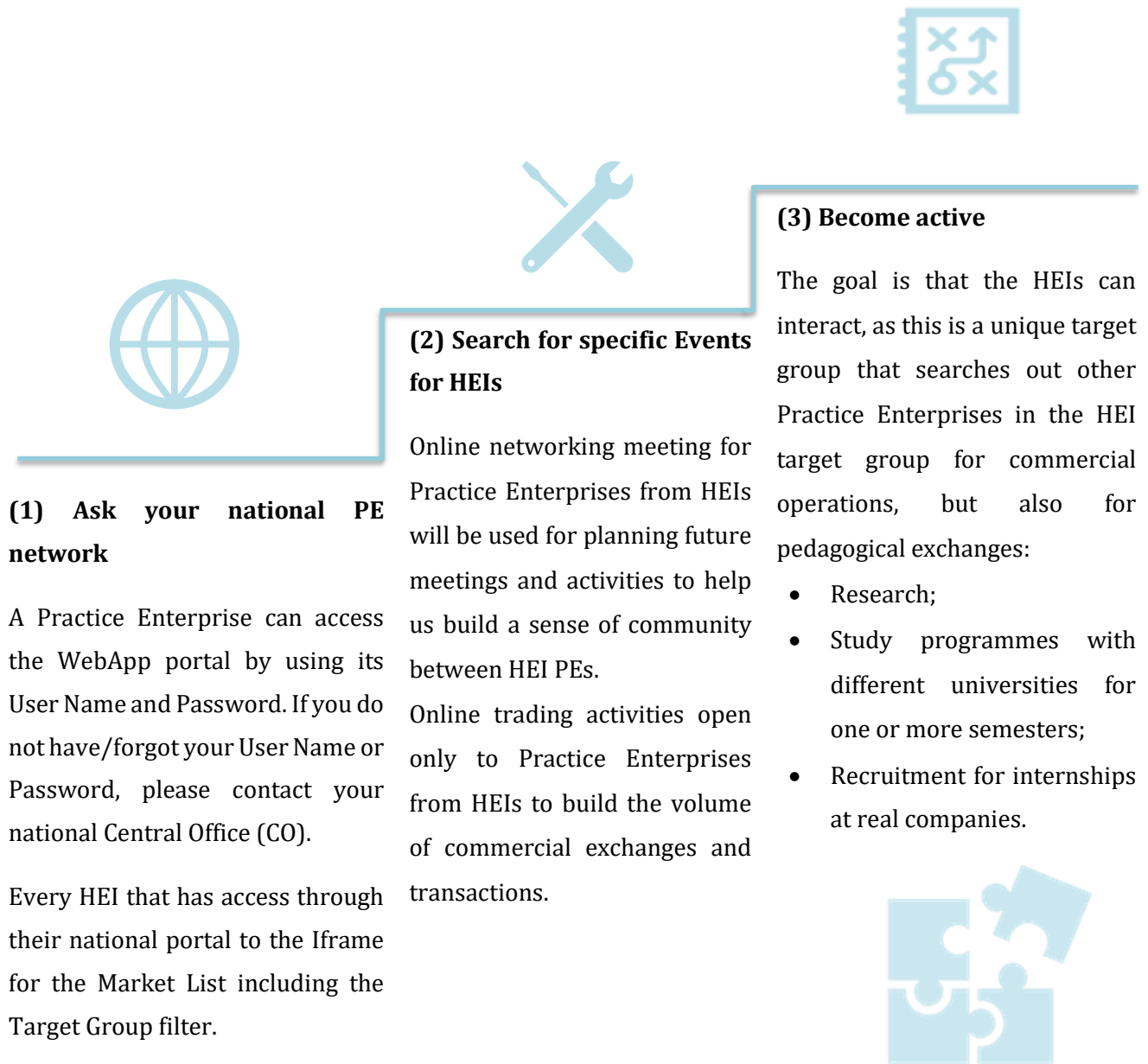
2. Improving language skills and contact international businesses:

Yellow Pages Search Capability for HEIs was created. There is the possibility to search via Target Group including Higher Education (ISCED Level 6-7) in the Practice Enterprise commercial partner search WebApp. This makes it possible to create a list of HEIs and download and search it for commercial purposes.

3. Database of Mentor Companies:

A listing of database upload results has been coded – giving a listing of **411 current mentor companies** with the descriptions in the international network. An online survey has been completed and sent out to all HEIs inside the European and worldwide network. The results of the survey were used to populate the HEI partner search page. A printable A4 flyer was created including all mentor company benefits that can be downloaded from the WebApp.

However, there are **3 steps** for PE trainers, trainees and business partners to use the dedicated search system for HEIs:



You can find a link to the information about the Database here: [DATABASE](#)