



INGENIUM
European University

Deliverable 8.1
Interim report on the delivery
of INGENIUM entrepreneurship training
courses to staff and students at all
universities in the Alliance

Work package 8 - Entrepreneurial INGENIUM

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Document information

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Description of the deliverable (3-5 lines)	This report provides an interim overview of the current activity on the delivery of INGENIUM entrepreneurship training courses to staff and students at all universities in the Alliance. It also describes some of the entrepreneurial training initiatives to be developed over the course of INGENIUM.
Key words	Entrepreneurship; Entrepreneurship familiarisation; Entrepreneurship training, Entrepreneurship mentoring, entrepreneurial mindset and skillset, spin-offs, start-ups.

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21/03/2024	_v3.0	FINAL	Approved at ISC 21/03/24

Definitions & Acronyms

HEI	Higher Education Institutions
HIS	University of Skövde
HKA	Karlsruhe University of Applied Sciences
MTU	Munster Technological University
MUS	Medical University - Sofia
TUIASI	"Gheorghe Asachi" Technical University of Iasi
Ud'A	University "G. d'Annunzio", Chieti-Pescara
UNIOVI	University of Oviedo
UoC	University of Crete
URN	University of Rouen Normandy
WP	Work Package
XAMK	South-Eastern Finland University of Applied Sciences

EXECUTIVE SUMMARY

INGENIUM Work package 8 was designed to foster Entrepreneurial mindsets and skillsets throughout the INGENIUM European University. The importance of this objective has been frequently highlighted by policy makers and is directly in line with the European COUNCIL RECOMMENDATION of 22 May 2018 on key competencies for lifelong learning (2018/C 189/01),

The work package is led by the Munster Technological University (MTU) and all partners participate in this work.

The commencement of the WP involved MTU circulating a detailed questionnaire to all partners. This questionnaire covered all aspects of the partners current provision of courses, training and initiatives which support entrepreneurial activities. Furthermore, the questionnaire also included the collection of data and information on technology transfer activities within each of the ten universities.

The information presented in this report covers those aspects of the work package related to deliverable 8.1 and constitutes the Interim Report on the delivery of Ingenium entrepreneurship training courses to staff and students at all universities in the Alliance

The interim report includes findings related to the existing levels of activities supporting entrepreneurship in INGENIUM and finds that almost all partners are already very active in such supports.

The following provides details on each area studied i.e student entrepreneurship, staff entrepreneurship and supports for external entrepreneurs. The report includes a series of comments and recommendations. It also identifies that there are opportunities for further collaboration between partners.

The interim report also sets out the next steps in the delivery of Work package 8.

INTRODUCTION AND CONTEXTUALISATION

The INGENIUM European University, comprised of Higher Educational Institutions from around the European Union, (partnership map Figure 1), brings together a diverse range of universities from all corners of the European Union.

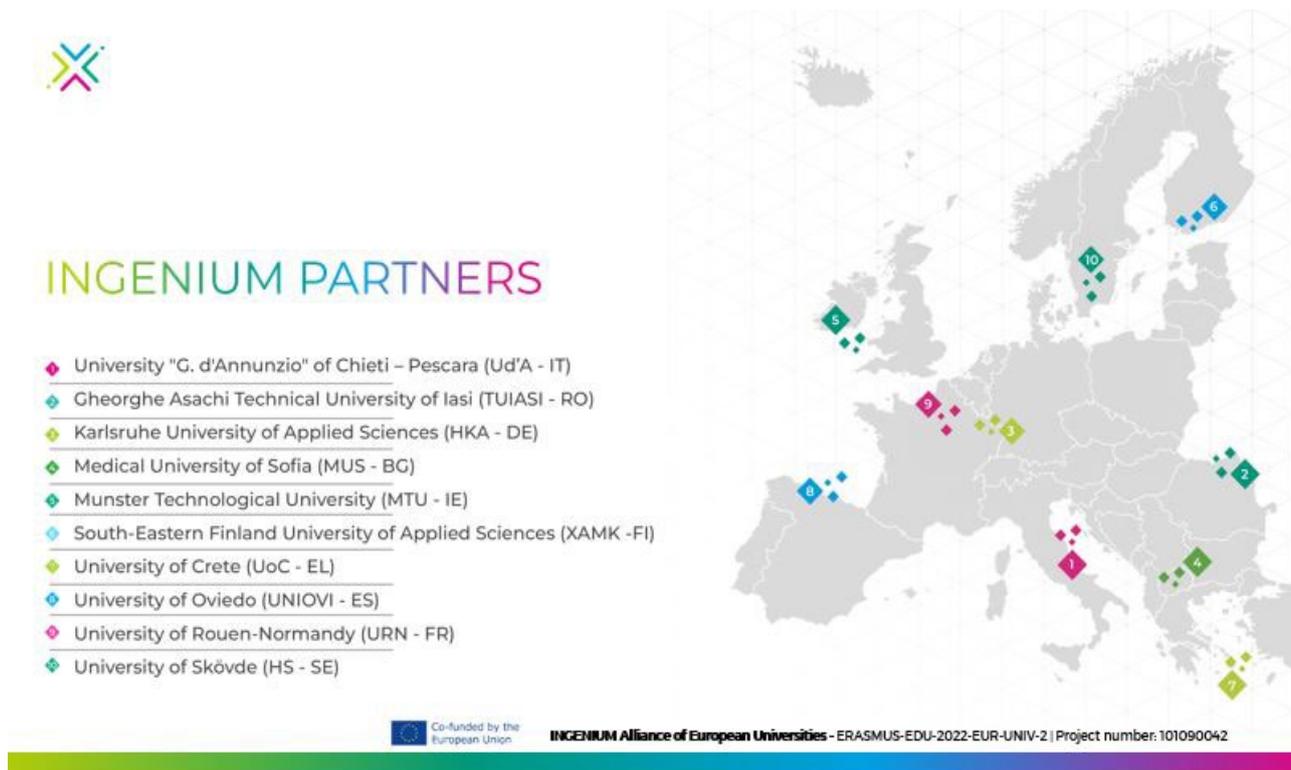


Figure 1. INGENIUM Partnership Map

INGENIUM is committed to collaboration benefiting its 172,000 undergraduates and postgraduates, 12,300 staff, its widespread global alumni, and very importantly its local, regional, and national stakeholders, in each of the INGENIUM member states. INGENIUM has a strong commitment to sharing values around education, research, social responsibility, and engagements and in promoting sustainable economic growth. An important part of the INGENIUM University is to ensure that the constituent institutions provide students with a strong awareness of entrepreneurship and indeed further mentoring and training for those who wish to explore their potential career as company founders.

The importance of promoting entrepreneurial mindsets and skillsets has been frequently highlighted by the European Commission. Since inception, INGENIUM has recognised the significance of the European COUNCIL RECOMMENDATION of 22 May 2018 on key competencies for lifelong learning (2018/C 189/01), when the Council adopted a [Recommendation on Key Competences for Lifelong Learning](#) based on a Commission proposal.

The Council Recommendation identified eight key competencies needed for personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:

- > Literacy
- > Multilingualism
- > Numerical, scientific and engineering skills
- > Digital and technology-based competencies
- > Interpersonal skills, and the ability to adopt new competencies
- > Active citizenship
- > Entrepreneurship
- > Cultural awareness and expression

The 2018 recommendation, further addressing the importance of supporting Entrepreneurship noted that:

“In the knowledge economy, memorization of facts and procedures is key, but not enough for progress and success. Skills, such as problem-solving, critical thinking, ability to cooperate, creativity, computational thinking, self-regulation are more essential than ever before in our quickly changing society. They are the tools to make what has been learned work in real-time, to generate new ideas, new theories, new products, and new knowledge.”

The Council recommendation highlighted the importance of nurturing entrepreneurship competence, creativity and the sense of initiative especially among young people..., it specifically identified that Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem-solving, taking initiative and perseverance and the ability to work collaboratively to plan and manage projects that are of cultural, social or financial value.

It continues by identifying the essential knowledge, skills and attitudes related to this competence:

- > Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise.
- > Individuals should know and understand approaches to planning and management of projects, which include both processes and resources.
- > They should understand economics and the social and economic opportunities and challenges facing an employer, organisation or society.
- > They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

- > Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation.
- > They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity, and risk as part of making informed decisions is essential.
- > An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process. (European Council, May 2018).

All Universities within the INGENIUM European University recognise that they have key roles in developing entrepreneurial mindsets and skillsets among their students, researchers and in reaching out to provide education and training supports and mentoring to other drivers of growth and key regional stakeholders.

- > As a key tenet of INGENIUM, Entrepreneurship merited a dedicated work package which would:
- > Assess the activity levels of all partners in the entrepreneurship arena;
- > Identify how enhanced cooperation at the Alliance level could strengthen such activity; and
- > Strive to embed Entrepreneurship as a key value offering of the INGENIUM European University

Work package 8 of INGENIUM has been designed to progressively address these objectives and this interim report on WP 8.1 sets out the first steps taken to achieve these objectives.

ENTREPRENEURIAL INGENIUM - WORK PACKAGE 8

Work package 8 of the INGENIUM European University, is entitled *Entrepreneurial INGENIUM* and it addresses (i) The delivery of INGENIUM entrepreneurship training courses to staff and students in the INGENIUM European University and (ii) Examining Transnational Incubation and Acceleration of new enterprises in the partner universities.

Objectives of WP8

WP8 is aimed at enhancing the **entrepreneurial character of our Alliance**, building on the tradition and experience of the partners to develop all aspects of the Entrepreneurial University, including:

- > introducing entrepreneurship in all INGENIUM courses and activities to encourage researchers, academics, and undergraduate and postgraduate students to develop entrepreneurial mindsets and skills
- > Increasing the number of entrepreneurs supported across the Alliance
- > Supporting external stakeholders within the INGENIUM regions to set up new enterprises and benefit from wider geographical expertise and market knowledge.

The Munster Technological University (MTU) is leading the INGENIUM partners in Work package 8 (WP8), Entrepreneurial INGENIUM. The WP reflects the objectives of the European University to place a significant emphasis on ensuring that its graduates possess the necessary skillsets to equip them as entrepreneurs, as employees and company founders of the future.

D8.1 - Interim Report on the delivery of Ingenium entrepreneurship training courses to staff and students at all universities in the Alliance	M15	March 2024
D8.2 - Final Report on the delivery of INGENIUM entrepreneurship training courses to staff and students at all universities in the Alliance	M33	September 2025
D8.3 - Interim Report on Transnational Incubation and Acceleration programme	M12	December 2023
D8.4 - Final Report on Transnational Incubation and Acceleration Programme	M30	June 2025

Figure 2. Deliverables in Work package 8 - Entrepreneurial INGENIUM

This report is the M15 interim report under **D.8.1** and provides an overview on the delivery of INGENIUM entrepreneurship training courses to staff and students at all universities in the Alliance.

The partners are aware of the increasing importance of entrepreneurial skills such as teamwork, creativity and innovation, as university graduates need to work in an increasingly complex and globalised environment with the ability to work in a multicultural context and in interdisciplinary teams.

This report examines the current range of entrepreneurial awareness-raising and training activities that are currently being provided across INGENIUM and outlines options for examining how some existing and new initiatives might be developed and delivered over the course of the next 15 months.

It outlines *early wins* in terms of joint activities delivered in the early stages of the WP (M8-M14) and provides some indicative pathways for INGENIUM to follow toward delivering aspects of the European Council's recommendations. The aforementioned initiatives include; the *10 days of INGENIUM* Entrepreneurial Winter Junior School, hosted by the Munster Technological University in February 2024, with several student Entrepreneurial training initiatives delivered to 50 students across the consortium by the WP8 Lead, MTU's Innovation and Enterprise team. An INGENIUM staff training workshop on the use of the Entrepreneurial self-assessment HEInnovate¹ Tool was also organized for 20 INGENIUM staff members in January 2024. This will be utilized further into the project for partners to assess their respective universities on their current entrepreneurial activities, including leadership, staffing and innovative services.

WP8 investigates the potential to further accelerate entrepreneurial activity within the INGENIUM University and the study commenced with an audit of how each member university encourages and supports entrepreneurship.

¹ HEInnovate Source: <https://heinnovate.eu/en/about> Action 5.2 – regional and national level

DESCRIPTION, METHODOLOGY AND DISCUSSION OF THE FINAL OUTCOME

This D.8.1 report provides an overview of the relevant programmes (accredited and non-accredited) currently being delivered across INGENIUM.

The methodology involved a detailed questionnaire (see Annex 1) issued in the Autumn of 2023 to all partners. The questions posed were multi-faceted, so a paper-based approach was adopted to ensure ease of completion by a range of different personnel across INGENIUM to achieve a clear overview of entrepreneurship training in the ten partner institutions.

The responses provided a wide range of quantitative and qualitative data. The ensuing report presented in the following sections will form the basis for INGENIUM to progress its work of building a strong, transnational Entrepreneurship training into the educational programmes and structures of the INGENIUM University.

The questionnaire issued to all members had a total of twenty-five questions, across the principal headings of **Student Entrepreneurship**, **Staff Entrepreneurship** and **Technology Transfer**, **External Entrepreneurship** and finally, respondents were each requested to provide details of relevant ongoing initiatives being delivered. The resulting individual and combined datasets were analysed by a team at MTU, who have expertise in both supporting enterprise development and in developing public and educational policies.

It is evident from the partners' responses that nine out of ten have a strong focus on promoting both Entrepreneurship. MUS, due to its nature as a Medical University currently does not have such a focus. Nevertheless, given that many of its graduates may progress to leading private medical practices or indeed hospitals and clinics, there will be scope to examine the potential of giving medical students a grounding in entrepreneurship. This possibility will be considered in consultation with MUS as the Entrepreneurial Ingenium work package 8 continues.

The first task in the work package was to assess the activity levels of all partners in the entrepreneurship arena.

The data collection was analysed firstly to gauge the extent to which partners provide introductory modules for students on awareness of the concepts and possibilities of entrepreneurship (Introduction and familiarisation) and secondly, to what extent students receive formal entrepreneurship training. The questionnaire also looked at the training methodologies, i.e. lectures and classes as an integral part of an accredited programme, or delivery as an extracurricular activity and whether such training is credit-bearing or not.

1. ENTREPRENEURSHIP FAMILIARISATION & TRAINING

As shown in *Table 1*, the majority of INGENIUM partners provide Entrepreneurship familiarisation to their students. This familiarisation is mostly accredited. For example, at the Universite Rouen Normandie students are eligible to enrol in the Student-Entrepreneur programme (D2E, Diplôme Étudiant-Entrepreneur), which is a nation-wide programme of study which can be taken alongside any other undergraduate or graduate programme and which gives the student a special status – that of ‘*Student-Entrepreneur*’.

Table 1. Student entrepreneurship familiarisation at their respective INGENIUM partner Universities

B1 Familiarisation										
HOW IS ENTREPRENEURSHIP FAMILIARISATION Provided?	UNIOVI	MUS	UoC	HKA	XAMK	UDA	HIS	MTU	URN	TUIASI
Do you have a dedicated Team or staff for the promotion of Entrepreneurship activity at your university?	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
B1. Does your university provide an Introduction to Entrepreneurship for all or some students	All	None	All	All	All	Yes	All	Some	Yes	All
Is this familiarization accredited	Yes	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
How adequately are you resourced for this work	60%	NA	60%	60%	60%	100%	80%	80%	40%	60%

Very positively, all the partners except for the Medical University Sofia, for reasons outlined, have dedicated teams to deliver entrepreneurship familiarisation to their students. This represents an encouragingly good starting point for the INGENIUM partners to strengthen their activities in promoting entrepreneurship awareness as a valuable cross-cutting attribute of the INGENIUM European University.

Partners indicate that the levels of resources available are good for delivery of this familiarisation activity. As work package 8 develops, partners can examine how sharing of good practices, ideas and approaches, coupled with economies of scale across the partnership, can incrementally improve the content and delivery of how this familiarisation for all students takes place. This marks a very important first step in our future work.

1.1. Entrepreneurship Training

Moving from entrepreneurship familiarisation to providing actual **entrepreneurship training**, the findings of the partners survey were again positive. Entrepreneurship training is already provided as an integral part of many programmes across the INGENIUM University campuses. In certain Universities, it is also provided as an extra module/initiative. Some of these are also accredited. In many cases, an interdisciplinary approach is adopted, which sees students from different fields, Engineering and Business or Sciences and Sociology working collaboratively together. This represents good practice in terms of merging skillsets and expertise in identifying, addressing and exploiting potential solutions and enterprise opportunities. It is expected that in the delivery of WP8, not alone will disciplines be connected, but that these connections will be internationalised across the INGENIUM European campus. Already, the possibility of an INGENIUM international entrepreneurship event or competition is being discussed because of the February 2024 “10 Days of INGENIUM” Hackathon event in MTU. All partners have also identified a training need for their entrepreneurship mentors and trainers and the next phase of delivery of the WP will begin to identify and scope out that need.

As noted earlier, general entrepreneurship training resources are identified as being at a level of between 60%-80% of adequacy. This can be further studied and considered, with a view to examining how a combination of resources may have possibilities to deliver returns to scale across the alliance. Such an innovation could have the potential to make a significant contribution to further resourcing partners in their entrepreneurship training activities.

Many of the partners are already active in delivering **Entrepreneurial Training** to students, with a variation in how this training is delivered. Noting again that MUS is not currently involved in such training- all other partners deliver entrepreneurial training as an integral element of courses of study. Some partners also offer additional modules in entrepreneurial training. Course delivery methods differ between partners, with a good mix of in-person and blended delivery approaches. Work package 8, as it advances, will engage with all partners to identify best approaches to and good practices in training methodologies. In this regard the potential for digitalisation and online delivery of entrepreneurship training courses offers a wide range of innovative approaches. All partners recognise the benefits and need to move to online and blended delivery formats.

A 2019 OECD report, *Recent Developments in Entrepreneurship Training IMPLICATIONS FOR INCLUSIVE ENTREPRENEURSHIP IN IRELAND* identifies that “there are many benefits to the increased use of online learning for entrepreneurs and governments. Overall, a growing body of evidence has shown that this type of online format can be as effective as the traditional classroom format (i.e. face to-face) (Nguyen, 2019) and advances in technology still offer untapped potential for better outcomes. The use of gamification in entrepreneurship training continues to increase based on evidence that it can lead to higher levels of motivation and engagement, as well as improved learning outcomes (Larson, 2019).”
https://www.oecd.org/cfe/smes/OECD2022_Entrepreneurship_training_for_inclusive_entrepreneurship_IRE.pdf

The INGENIUM University, shares a similar vision for the delivery of education including expanding digitalisation of education and training across many thematic areas. One of the aims of WP8 Entrepreneurial INGENIUM is to produce a digital learning resource that can benefit students across the Alliance.

Work package 8 will also facilitate discussions and consideration on the potential for INGENIUM-level accreditation being offered to participating students. This is a matter presently under wider consideration within the alliance and low-hanging fruit in this regard, may be the potential for conferring of micro-credentials to those students who successfully undertake and complete training in entrepreneurship. It is noted that there is an ongoing EU consultation “*towards a European approach to micro-credentials*”, which further strengthens the case for the need to scale up such certifications. <https://education.ec.europa.eu/education-levels/higher-education/micro-credentials>

1.1.1. Entrepreneurship Training Initiatives and Facilities

The next area examined was that of entrepreneurship training initiatives, such as Hackathons or Student Enterprise Competitions. This section also surveyed the extent of facilities available at each of the partner universities. The provision of such facilities usually involves significant capital investment in terms of building and other physical and technical facilities.

As can be seen from *Table 2 overleaf*, many partners offer entrepreneurship acceleration programmes for their students. All who provide such entrepreneurship supports, include the organisation of hackathons and several also run student enterprise competitions. These established activities provide good opportunities on which to base future cross-campus initiatives, in terms of building on the experiences of different partners.

A number of the partners also operate on-campus incubators/hot desking facilities, which represents a significant commitment to supporting entrepreneurship. In some instances, students receive financial assistance to promote and develop enterprises. In many cases, in-house expert advice on technologies, business planning, or other areas of support are provided by other university staff.

The survey data clearly points to the existence of a significant level of relevant training activity and facilities within INGENIUM to promote student entrepreneurship. The partners will benefit significantly from the collaborative learning opportunities which can now be identified and solidified as work on the work package progresses.

Table 2. Entrepreneurship Training Programmes and Facilities

B4 Training Programmes and Facilities	UNIOVI	MUS	UoC	HKA	XAMK	UDA	HIS	MTU	URN	TUIASI
We provide incubation, accelerators, training/education or hackathons or other programmes to train students in Entrepreneurship?	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
We have on-campus incubator facilities available to students	Yes	No	No	No	Yes	No	Yes	Yes	No	No
We have an entrepreneurship accelerator programme for students	Yes	No	Yes	No	Yes	No	Yes	Yes	No	Yes
We organise Hackathons	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
We run student enterprise competitions	Yes	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes
We provide financial assistance to students in setting up their own enterprises	Yes	No	Yes	No	Yes	No	Yes	Yes	No	Yes
Students can access our university staff and researchers for advice and technical knowledge	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Other facilities/initiatives								Extra-curricular programmes are offered to students	Students are offered free office or lab space to work on funded projects	Organise External partnerships for extra-curricular activities and projects

1.1.2. Supporting Staff Entrepreneurship

INGENIUM is also ambitious in its objectives to support staff entrepreneurship. The area of supporting technology transfer and spinouts has already been covered under D.8.2 where an interim report was published in December 2023. It is planned to extend this work by transferring information and good practices across the alliance, with a longer-term aspiration for the possibility of closer collaborations between staff across different campuses.

Within deliverable D.8.1, the survey asked how amenable staff might be to encouraging such collaborations and whether staff would participate in specific staff training courses in entrepreneurship that could be jointly developed and rolled out to all partnering institutions.

The answers received pointed to a global enthusiastic “Yes”!

It should be acknowledged that a large cohort of INGENIUM university staff are already highly entrepreneurial. Staff members are continuously innovative in meeting new challenges, developing courses and being more cost-effective and agile in their work within the university.

The question now being asked is if there is a potential for staff to be more active in establishing new enterprises, commercialising their research, deploying their management, engineering, or other skillsets. The survey enquired if the partnering universities provided any incentives or financial supports to staff to consider setting up new enterprises. There is no strong commonality across the universities in terms of incentivising staff to set up enterprises. Similarly, different approaches are adopted in the level of shareholding required by the universities in successful campus enterprises.

Some partners do offer incentives like prizes and awards but only four offer any financial incentives or special facilities to staff members. These are matters to be discussed further as the work package continues.

There are opportunities to be pursued here in encouraging more staff entrepreneurship. However, the extent of the challenge should not be underestimated, as in many cases staff with responsibilities to paying mortgages, supporting families etc. are not always in a good position to potentially sacrifice income or put their university academic or administrative careers on hold to pursue setting up a new enterprise. Nevertheless, the concept of encouraging staff entrepreneurship is well worth pursuing.

A very recent paper in Research Policy, [Volume 53, Issue 2](#), March 2024, 104929 by Andrea Greven, Thorsten Beule, Denise Fischer-Kreer and Malte Brettel, entitled “*Perceiving an entrepreneurial climate at universities: An inquiry into how academic entrepreneurs observe, use, and benefit from support mechanisms*”

(<https://www.sciencedirect.com/science/article/abs/pii/S0048733323002135>) appears to provide some interesting analysis of what is termed entrepreneurship support mechanisms (ESMs) at universities. While the details of this research, have not been fully studied, it may provide an identifiable pathway for consideration by the INGENIUM partners.

Table 3. *Incentivizing staff to set up enterprises*

Does your university offer any financial incentives or special facilities to staff members to create new enterprises? (e.g. shareholdings, career break, sabbaticals, time off etc)

UNIOVI	MUS	UoC	HKA	XAMK	UDA	HIS	MTU	URN	TUIASI
No	No	No	No	No	No	Yes	Yes	Yes	Yes

2. ENTREPRENEURIAL INGENIUM - CROSS CAMPUS STUDENT AND STAFF TRAINING INITIATIVES

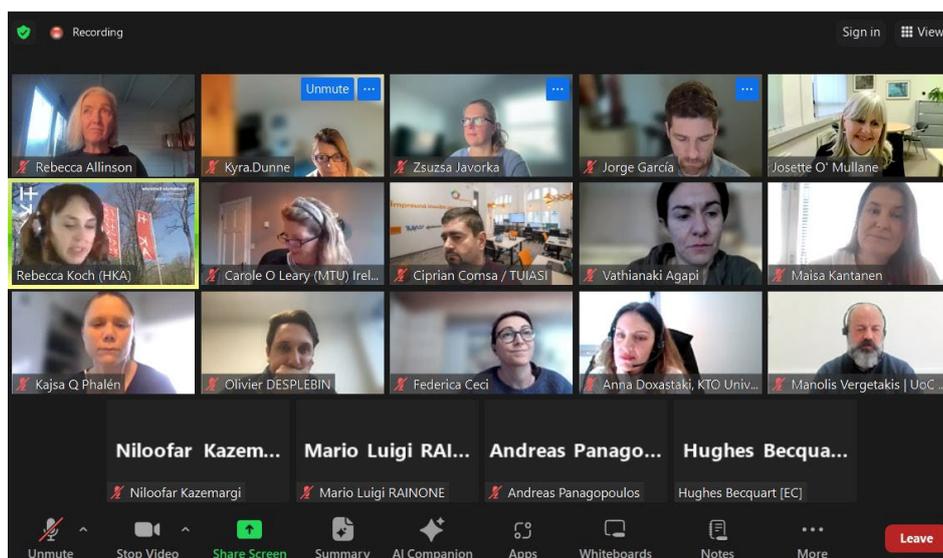
While the WP8 survey has highlighted a significant level of relevant activities already in place and being delivered across the INGENIUM campuses, the work package has also taken some steps at initiating some cross-campus initiatives, which are outlined below. These included specific INGENIUM Staff and Student Entrepreneurship Training Initiatives which took place in early 2024.

2.1 INGENIUM HEInnovate Training Workshop for staff – January 26, 2024



HEInnovate is a free self-assessment tool for higher education institutions. The tool was funded by DG Research & Innovation and is widely used across EU projects. It permits universities to self-assess the institution on its entrepreneurial attributes. Areas examined include leadership, staffing and links with business. The tool offers extensive training and support materials, including practical case studies, to support workshops and further development within the institution. Individuals or groups of people can use HEInnovate. The group function allows stakeholders in higher education institutions to come together and compare their assessments internally. They can later compare with previous assessments and see how perceptions change over time.

An online HEInnovate Training workshop was arranged by MTU in January 2024 and offered to all WP8 working group members and their colleagues.



The main objective of the workshop was to train the INGENIUM participants in using the HEInnovate self-assessment toolkit to gauge their respective universities on their current entrepreneurial supporting activities such as leadership, staffing, innovative services, and links with external stakeholders.

Photo 1. Entrepreneurial INGENIUM WP8 Working Group - Image showing some of the attendance at the HEInnovate online training workshop on using the self-assessment tool, Jan 26, 2024. (Photo Credit: Kyra Dunne)

Student Entrepreneurial Training

The **Entrepreneurial Winter Junior School** for INGENIUM students took place on campus at Munster Technological University as part of the “**10 Days of INGENIUM**” initiative from 12th to 16th February 2024.

Over fifty students from across INGENIUM took part in activities to introduce them to entrepreneurship. Different teambuilding exercises and entrepreneurial training took place including:

A **2-day intercampus Hackathon** combining multiple disciplines, working together to tackle key challenges in **Cyber Security** and **Sustainability** and

- > An introduction to the Business Model Canvas Entrepreneurial tool.
- > Teambuilding – The Marshmallow Challenge

The Hackathon took place over the two days and students were set up in teams. A **multidisciplinary transnational** approach was taken that mixed student disciplines and partner universities to create INGENIUM teams to collaborate and work together. Students initially participated in two-panel discussions to learn more about the challenges posed. The sessions were led by Cybersecurity and Sustainability industry experts.

This was a successful approach and enabled the students to study the challenges by working together to address the challenges presented by the industry experts. The teams developed real-world solutions for the challenges presented to them.



Photo 2. Montage showing 10 Days of INGENIUM Entrepreneurial Junior School teambuilding activity (Photo credit: Emily Piggott)

Brainstorming techniques enabled the students to develop potential solutions to the challenges. Research and entrepreneurial techniques were also introduced to promote innovative or out-of-the-box solutions. Industry experts subsequently met again with teams to discuss their ideas and to prepare them for their final pitches to the judging panel and the INGENIUM audience. Overall, the INGENIUM Hackathon created a dynamic and collaborative entrepreneurial training environment. It was an intensive and collaborative exercise with many creative outputs, demonstrating strong learning and networking opportunities for the INGENIUM students.



Photo 3. Montage showing 10 Days of INGENIUM Entrepreneurial Junior School final pitching for the Hackathon activity (Photo credit: John McAleer)

Introduction to the BUSINESS MODEL CANVAS and the Development of a Digital Learning Resource for Entrepreneurial INGENIUM

As part of the “10 Days of INGENIUM” at MTU, the INGENIUM students also participated in the Business Model Canvas (BMC) and learned about the BMC competition, which is organised annually in MTU, to promote student entrepreneurship. The main objective of the MTU BMC competition is to boost entrepreneurial awareness at MTU. It acts as an introduction to team building and presentation skills and is designed to equip students with a template for developing new business models and to encourage entrepreneurial mindsets. Students create a business model for their idea using the Business Model Canvas template. In teams, the students pitch to a panel of judges who select the winners. A major advantage of the BMC is that it strongly encourages users to think of the most relevant aspects of a business model and provides a simple framework and common language for business model innovation.

The INGENIUM students participated by developing several BMCs during INGENIUM Winter Junior School.

As part of the Work package 8 deliberations, the potential for adapting the MTU BMC Digital Learning Resource (DLR) was discussed.

The DLR will be reusable both across MTU and by INGENIUM partners for dissemination within their Virtual Learning Environments and on the INGENIUM LMS Platform that is being developed, along with other course materials in INGENIUM. The aim is to have the DLR available on the INGENIUM E Learning Platform before the end of 2024. Please see (<https://elearn.ingenium-university.eu/>)

Innovation Challenge initiative to be piloted with INGENIUM Partners

Work has also been underway on INGENIUM students involvement in the MTU Innovation Challenge initiative.

The Innovation Challenge is an online *extracurricular* student innovation programme offered to students across several countries. Students from all years and from across the full spectrum of academic endeavour (apprenticeship to PhD) can participate. Now in its sixth year, the Innovation Challenge has evolved from being an MTU-only initiative to one that now includes US and EU partner universities.



A key component of the Innovation Challenge is the mentoring of student groups. MTU has a wide range of mentors from all the participating universities, with expertise in fields such as Engineering, Science, Medicine, Computer Science, Marketing, Manufacturing, Commercialisation, Design Thinking, Innovation and Entrepreneurship. This is a significant strength in the extent of mentoring opportunities available.

The external organisations, including several commercial entities ranging for start-ups and SMEs to much larger multinational organisations, government agencies and charities, provide MTU with the Challenges. On completion of the Innovation Challenge, all participants receive a Digital Badge. Students may also register for the Innovation Challenge module. This 5-ECTS credit, Level 8 module has been developed specifically for the Innovation Challenge and requires the students to fulfil several assessments/assignments to gain the credits.

Innovation Challenge Student Testimonials

The Innovation Challenge pushed me beyond my comfort zone, encouraging me to think creatively and develop innovative solutions to real-world problems. The process of creating ideas, prototyping, and defining solutions improved my critical thinking skills but also developed resilience in the face of setbacks. Working within a diverse team reminded me of the importance of effective communication and cooperation in achieving shared goals.

- Matea Jelaš, Business Information Systems, MTU

Overall, the MTU Innovation Challenge was such a fantastic opportunity. The connections I made, and the skills I developed e.g., public speaking and time management have benefitted me in so many ways since completing the challenge. The only regret I have is that I didn't participate in the challenge sooner!

- Sarah Doyle, International Business, MTU

I want to express my gratitude for the incredibly beneficial Innovation Challenge. The well-planned structure and team dynamics fostered a fantastic experience of sharing ideas and collaborating on innovative projects. I highly recommend this challenge to everyone seeking a taste of innovation. A special thanks to the mentors for their unwavering support throughout the challenge. Their guidance made a significant impact on all of us.

- Nikhita Venkatesh, Artificial Intelligence. MTU

PRELIMINARY CASE STUDIES

During WP8 to date, various case studies have already been presented and a few examples of some of the partner's initiatives were compiled below for this report to better define the nature of ongoing activities and inform the next phases of work to be undertaken;

#1 - XAMK: Southeastern Finland University of Applied Sciences Entrepreneurship Resources:

Dedicated RDI & Education Unit (Xentre)

The Southeastern Finland University of Applied Sciences has an RDI & Education unit (Xentre) dedicated to Entrepreneurship & Innovation topics. Our student entrepreneurship, startup & innovation study environment is named *ship Akatemia, consisting of voluntary entrepreneurship studies & support services such as Startup Fund & Startup Hotline. RDI units strongly support entrepreneurial activities at Xamk [Research, Development and Innovation - Xamk](#)

The Research, Development and Innovation (RDI) activities of South-Eastern Finland University of Applied Sciences are focused on enhancing the vitality of the South Savo and Kymenlaakso regions. Our goals are to help businesses thrive and to generate new enterprises. We have approximately 250 ongoing projects annually, in which our experts find, test and develop new products and services, or conduct research for the needs of businesses and the world of work.

In geographical terms, our continuously increasing RDI activities are focused on Europe and the Baltic Sea Region. In collaboration with our international partners, we strive to solve the common challenges of the future. Our four focus areas feature national and international top expertise serving the needs of the largest companies in Finland and the export industry.

2 - U R N : Université de Rouen Normandie

Student Entrepreneurship Familiarisation and Training:

The **University of Rouen** offers multiple activities whose objective is student familiarisation and awareness building on the topic of entrepreneurship (more on <https://www.univ-rouen.fr/formation/preparer-son-insertion-professionnelle/entreprendre-a-luniversite/>).

These include both accredited initiatives, such as modules within courses across many different study programs, all the way to dedicated study programs on both undergraduate and graduate levels (for instance, <https://formation.univ-rouen.fr/fr/catalogue-de-l-offre-de-formation/master-lmd-XB/master-management-des-administrations-et-des-entreprises-L5GPA3SU/master-management-et-administrations-des-entreprises-entrepreneuriat-responsable-L5GPANNB.html>) as well as non-accredited such as workshops and events. Events on the other hand involve mainly young entrepreneurs presenting and sharing their work and ideas with students and University staff. For instance, in the light of the 2023/24 academic year being focused mainly on the sports (specifically with 2023 Rugby World Cup and 2024 Paris Olympic Games), University of Rouen has organized a full-day event focused on entrepreneurship in sports (<https://webtv.univ-rouen.fr/permalink/v12664e81c15atghml98/>) with 3 workshops delivered by numerous current/former students-entrepreneurs. Moreover, in February a meeting of students-entrepreneurs (RUEE - Rencontre universitaire étudiants-entrepreneurs) was organized at the University with two start-ups founded by the *current* (i.e., KOBE, an agency specialized in digital marketing) and *former* students (i.e., [M. Patachon](#), a local burger joint focused on local, sustainable production) (videos of the event available at the <https://youtu.be/LOXPhZDY-Kg> and <https://youtu.be/DtGOtE7hX10>).

All students are eligible to enrol in the student-Entrepreneur program (D2E, Diplôme Étudiant-Entrepreneur), a nation-wide study programme that can be taken alongside any other undergraduate or graduate programmes and which gives the student a special status - *Student-Entrepreneur*. The programme was set up in 2014, when also PEPITE (Student Centres for Innovation, Transfer and Entrepreneurship) regional centres were established (<https://www.pepите-normandie.fr/>). It is run jointly with the University and its aim is to help, train and provide support for any student with a business idea enabling all students and young graduates to receive assistance in their entrepreneurial endeavours. It includes advice for students, workshops, competitions and training courses in different aspects of entrepreneurship from governance to legal matters. Moreover, enrolled students can also receive an equivalent of an undergraduate degree in entrepreneurship. Finally, the *Student-Entrepreneur* status gives access to different study arrangements, such as being able to spend their internship period working on their business idea, or even to take a semester or a year off as a student to work on the project (more info on <https://formation-ve.univ-rouen.fr/l-annee-de-cesure--590838.kjsp?RH=1377093360344>).

#3 -UNIOVI - University of Oviedo

Student Entrepreneurship Training Programmes, advice and technical knowledge:

Various Student Entrepreneurship Training initiatives are available through:

Hackathons

Example of the Merkle Datathon

(https://www.merkle.com/es/es/registro_datathon_2023); Hackathon TalentUO (<https://www.unioviedo.es/talentuo/mapaemprendimiento/hackathon-talentuo-2023-2/>)

On-campus incubator facilities available to students

The University of Oviedo has TalentUO Labs, spaces devoted to promote innovation & entrepreneurship, in the following schools: 2 Polytechnic Schools of Engineering, School of Science, School of Commerce, Tourism and Social Sciences, Law School, School of Economics and Business, School of Humanities, School of Chemistry (<https://www.unioviedo.es/talentuo/mapaemprendimiento/talentuolabs>)

Advice and Technical Knowledge available to Students

Students can access our university staff and researchers for advice and technical knowledge is formalized through the following initiatives:

Junior Business Legalis Uniovi

(<https://www.unioviedo.es/talentuo/mapaemprendimiento/el-pasado-viernes-11-de-febrero-comenzaron-las-actividades-de-la-junior-empresa-legalis-uniovi/>); Wolfast Uniovi Racing Team (<https://www.unioviedo.es/motostudent/>); Uniovi Tech Racing (<https://formulastudent.uniovi.es/>).

4 - TUIASI - Gheorge Asachi Technical University of Iasi Student Entrepreneurship Financial Assistance:

TUIASI also uses different opportunities to provide financial assistance to students in setting up their own enterprises.

They exemplify this by the framework of the project Innotech Student - STAR - Supporting young people for successful business. Within this context, a competition was organised among the 350 participants in the training program and based on an objective evaluation and selection process 22 business plans were selected for financing. Moreover, the programme offered:

- Support for business success by developing practical skills for the 22 entrepreneurs selected for funding by providing a 40-hour internship for each of them in a company whose economic activity is similar to the newly established business.
- Simulating the operations and managing the activity of a start-up from an administrative and logistical point of view within the simulated company by the 22 entrepreneurs selected following the funding competition organized within the project.
- Business consulting to improve the 22 business plans selected for financing and assistance for the establishment of start-ups.
- Organization of a mentoring program in which the 22 beneficiaries of the selected business plans will be supported to develop their professional skills with a focus on leadership, business communication, networking, personal branding, strategic management, innovation and sustainability.
- Subsidizing business plans with the maximum amount of 287,000 lei/business plan and their technical and financial monitoring over a period of 18 months.

Star Framework Information is here:

https://www-star-tuiasi-ro.translate.google.com/? x_tr_sl=auto& x_tr_tl=en& x_tr_hl=en

CONCLUSION

As set out in the INGENIUM Mission Statement, the European University aims to progress and achieve key milestones towards the 10-year vision for a full development of the Entrepreneurial University to help researchers, academics students and enterprises/young entrepreneurs to gain and develop entrepreneurial attitudes and skills, both to promote the creation and development of research and knowledge-based entrepreneurial initiatives and furthermore to enhance their employability and personal development.

Work completed to date on Work package 8 highlights that a lot of highly relevant good work on supporting and promoting entrepreneurship is already underway and creating a very strong foundation for the future.

This report has identified a wide range of relevant activities across nine of the ten campuses. Many of the partners participate in the Boosting INGENIUM for Excellence (BI4E) project under the Horizon Europe WIDERA Programme. This is helping to build some of the relevant skillsets in the Medical University of Sofia. Work package 8 will work across all partners to build their expertise and activities in supporting entrepreneurship. WP8 has already demonstrated there is strong potential for joint initiatives, which can achieve significant returns-to-scale and equip students and staff to collaborate more deeply and meaningfully in an international cross-campus environment.

The WP intends to continue to collect data and good practices both within the partnering institutions and more widely with a view to generating a compendium of good practices which can be transferred to all INGENIUM partners. Partners working on the thematic areas of entrepreneurship will also continue to identify and seek new funding opportunities on which to expand their joint endeavours. This will assist in promoting new activities to be undertaken on a joint basis for the benefit of all the INGENIUM partners.

In continuing to deliver WP8, partners will closely liaise with colleagues in other INGENIUM work packages with a view to ensuring that all actors are fully cognisant with our ongoing work and that wherever possible valuable inter-work package linkages continue to be established and maintained.

The next phase of WP8 will inter-alia examine how best to ensure that:

- > Every INGENIUM student will be offered an opportunity to receive familiarisation with the concept of Entrepreneurship. Entrepreneurial familiarisation will be available **online** across all INGENIUM campuses
- > Students interested in further building their entrepreneurial skills have an opportunity to engage in formal entrepreneurial training courses
- > Such training ideally to be recognised, with the potential of INGENIUM level accreditation
- > The potential for staff entrepreneurship in building new enterprises is supported
- > Linkages and sharing of information between WP8 with all the other INGENIUM work packages are promoted, to maximise benefits and returns across INGENIUM.

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(<https://www.sciencedirect.com/science/article/abs/pii/S0048733323002135>)

Annex 1. Survey Questionnaire issued to Partners

ENTREPRENEURIAL INGENIUM Work Package 8

Partners Questionnaire October 2023

(v3.0 for issue to Partners)

Version and Contribution History

Version	Date	Author/Editor	Contributors	Description/Comments
_v1.0	12.09.23	Josette O'Mullane/Kyra Dunne	John McAleer	Prepared for issue for internal review
_v2.0	19.09.23	Josette O'Mullane/Kyra Dunne	John McAleer	Prepared for issue for review to UNIOVI (Ana Suárez and Jorge Garcia)
_v2.1	27.09.23	Josette O'Mullane/Kyra Dunne	Ana Suárez and Jorge Garcia, UNIOVI	Final issue for Partners in advance of Working Group Meeting No. 2 10/10/23
-v3.0 (FINAL)	17.10.23	Josette O'Mullane/Kyra Dunne	Agustín Nieto UNIOVI, John McAleer, Carole O'Leary, Breda O'Dwyer MTU; Eeva Kuoppala, XAMK.	FINAL Issue to partners For completion with return date of 10.11.23



17 October 2023

Dear **INGENIUM** Partners,

Munster Technological University (MTU) Innovation and Enterprise Office is delighted to be working with you in the INGENIUM University Alliance. As part of **Work Package 8 - Entrepreneurial INGENIUM (WP8)**, we now require you to complete this questionnaire. This information will provide rich and qualitative data to meet the deliverables associated with the WP. The purpose of this **questionnaire** is to provide baseline data and inputs for the preparation of the Deliverable Reports **D8.3 and D8.1** (see updated table below):

Work package 8: Entrepreneurial INGENIUM

Duration: 29M M8-M36 Lead Beneficiary: 8 – MTU (M8 = August 2023)

Call: [ERASMUS-EDU-2022-EUR-UNIV] — [EUROPEAN UNIVERSITIES]

Objectives of WP8

WP8 is aimed at enhancing the **entrepreneurial character of our Alliance**, building on the tradition and experience of the partners to develop all aspects of the Entrepreneurial University, including:

introducing entrepreneurship in all INGENIUM courses and activities to encourage researchers, academics, and undergraduate and postgraduate students to develop entrepreneurial mindsets and skills

Increasing the number of entrepreneurs supported across the Alliance

Supporting external stakeholders within the INGENIUM regions to set up new enterprises and benefit from wider geographical expertise and market knowledge.

D8.1 - Interim Report on the delivery of Ingenium entrepreneurship training courses to staff and students at all universities in the Alliance	M15	March 2024
D8.2 - Final Report on the delivery of INGENIUM entrepreneurship training courses to staff and students at all universities in the Alliance	M33	September 2025
D8.3 - Interim Report on Transnational Incubation and Acceleration programme	M12	December 2023
D8.4 - Final Report on Transnational Incubation and Acceleration programme	M30	June 2025

PLEASE RETURN ONE RESPONSE PER UNIVERSITY to the Questionnaire and 3 Good Practice Examples by 10 November 2023.

There are **five sections** and **23 questions** in this questionnaire and a link at the end for the **good practice examples to be completed online via MS Forms.**

Section A – Partner University Details

Section B – Student Entrepreneurship

This is also broken down into two parts – (Part I on introducing/familiarising students with Entrepreneurship and Part II – on capturing information on training/education in Entrepreneurship to students)

Section C – Staff Entrepreneurship

Section D - External Stakeholders – *(Supporting external entrepreneurship activity within your region)*

Section E – Good Practices Supporting Entrepreneurship Examples

Thanking you for your feedback and time,

MTU Team

Section A - Partner University Details

A.1 University Name:

Main contact:

(for the purpose of this questionnaire)

A.2 Does your University have a staff member or team dedicated to the promotion of Entrepreneurship activity at your University?

Yes No

If Yes, please provide any information available

Section B – Student Entrepreneurship

Firstly, we want to capture information about students being familiarised or introduced to Entrepreneurship. Questions related to actual Entrepreneurship training/education are asked separately.

Introduction to Entrepreneurship – Familiarisation/Introduction to Entrepreneurship

B1. Does your University provide an Introduction to Entrepreneurship for students? We would also like to know whether this familiarisation is accredited for their course work (please tick whether accreditation applies or not)

Please choose **only one** of the following:

We offer entrepreneurship familiarisation to all students:

Accredited Unaccredited Both

If Yes, please provide any information available on these activities (if possible please provide links to website, social networks etc.)

(Click or tap here to enter text.)

Only certain students are offered entrepreneurship familiarisation

Accredited Unaccredited Both

If Yes, please provide any information available on these activities (if possible please provide links to website, social networks etc.)

(Click or tap here to enter text.)

Other – please make a comment on your choice here

(Click or tap here to enter text.)

Our University does not provide any form of entrepreneurship introduction/familiarisation.

B.2 On a scale of 1 to 5 (1 being weak and 5 being very strong), is your University adequately resourced to provide entrepreneurship familiarisation/introduction to students?

Please choose **only one** of the following:

1 - Not resourced at all

2 - Scarcely resourced

3 - Moderately resourced

4 - Well Resourced

5 - Fully resourced

And please complete **Table B.2 on who delivers this familiarisation/introduction:**

Table B.2 Who provides this Familiarisation/Introduction to Entrepreneurship at your University: (Please tick all that apply)
<input type="checkbox"/> General lecturing staff
<input type="checkbox"/> Staff who are non-academic specialists in entrepreneurship
<input type="checkbox"/> External specialists
<input type="checkbox"/> Other- please explain

Entrepreneurship Training/Education

B.3 On a scale of 1 to 5 (1 being weak and 5 being very strong), is your University adequately resourced to provide entrepreneurship education/training to students?

Please choose **only one** of the following:

- 1 - Not resourced at all
- 2 - Scarcely resourced
- 3 - Moderately resourced
- 4 - Well Resourced
- 5 - Fully resourced

B4. Do you provide incubation, accelerators, training/education or hackathons or other programmes to train students in Entrepreneurship?

Please choose all that apply and provide a comment when you choose an answer (if possible please provide links to website, social networks etc.)

We have on-campus incubator facilities available to students

If Yes, please provide any information available on these activities

We have an entrepreneurship accelerator programme for students

If Yes, please provide any information available on these activities

We organise Hackathons

If Yes, please provide any information available on these activities

We run student enterprise competitions

If Yes, please provide any information available on these activities

We provide financial assistance to students in setting up their own enterprises

If Yes, please provide any information available on these activities

Students can access our university staff and researchers for advice and technical knowledge

If Yes, please provide any information available on these activities

Other Please provide any information available on these activities

Could you also please comment on how you promote these activities to your students to ensure participation? (eg. via social media etc.)

DELIVERY OF TRAINING/EDUCATION:

B5. How is student entrepreneurship training/education delivered? We would also like to know whether this training/education is accredited to their course work (please tick all that apply and whether accreditation applies or not)

TABLE B.5

HOW IS ENTREPRENEURSHIP TRAINING/EDUCATION DELIVERED?	IS THIS TRAINING ACCREDITED (please tick)	IS THIS TRAINING UNACCREDITED (please tick)	WHO DELIVERS IT?	IS IT DELIVERED In Person or Online or Blended (online and In-person)
<input type="checkbox"/> Entrepreneurship training/education is delivered as an integral part of the course of study	<input type="checkbox"/> This training is accredited in all Degree Programmes <input type="checkbox"/> This training is accredited in <i>some</i> Degree Programmes (please specify)	<input type="checkbox"/> This training is unaccredited		<input type="checkbox"/> Online <input type="checkbox"/> In-Person <input type="checkbox"/> Blended
<input type="checkbox"/> Entrepreneurship training/education is delivered as an extra module	<input type="checkbox"/> This training is accredited in all Degree Programmes <input type="checkbox"/> This training is accredited in <i>some</i> Degree Programmes (please specify)	<input type="checkbox"/> This training is unaccredited		<input type="checkbox"/> Online <input type="checkbox"/> In-Person <input type="checkbox"/> Blended
<input type="checkbox"/> Other- please explain here				<input type="checkbox"/> Online <input type="checkbox"/> In-Person <input type="checkbox"/> Blended

B6. Please indicate what resources are used to provide the entrepreneurship training/education to students:

TABLE B6

Who provides this Entrepreneurship training/education activity at your University: (Please tick all that apply)
<input type="checkbox"/> General lecturing staff
<input type="checkbox"/> Staff who are non academic specialists in entrepreneurship
<input type="checkbox"/> External specialists
<input type="checkbox"/> University entrepreneurs (from previous university spin-off / start-up companies)
<input type="checkbox"/> Other- please explain

B7. Does your university promote interdisciplinary activity in entrepreneurship?

(Such as encouraging University Engineers, or Engineering Students, to work with University Business staff or Business students)

Please choose **only one** of the following:

Yes

No

If Yes, please provide any information available on these activities

B8. Can you identify a staff training (academic or non-academic) need to enhance student entrepreneurship?

Please choose **only one** of the following:

Yes I can identify a staff training need

Academic Non-academic Both

(If yes, can you please provide more detail).

No, I do not think that there is a staff training need.

Academic Non-academic Both

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Section C – Staff Entrepreneurship

In this section we want to get an overview and understanding of staff's exposure to Entrepreneurship training and also on spin-out activity.



C1-C5 applies only to XAMK and UOC as other partners have completed it for BI4E SURVEY

Other Partners please go to C6.

C1. Does your university offer any financial incentives or special facilities to staff members to create new enterprises? (e.g. shareholdings, career break, sabbaticals, time off etc.)

Yes No

(If yes, can you please provide more detail).

(Click or tap here to enter text.)

C2. Do you have a dedicated Technology Transfer/Research Commercialisation Office?

Please choose **only one** of the following:

Yes No

If Yes, please provide any information available on these activities

(Click or tap here to enter text.)

C3. Is there any recognition for staff who engage in research commercialisation? (e.g. promotional, financial, awards/prizes etc.)

Yes No

(If yes, can you please provide more detail).

(Click or tap here to enter text.)

C4. Are there any regional or national external funding or other supports available to your University for research commercialisation/spin-offs/spin-outs/entrepreneurship training for staff.

Yes No

(If yes, can you please provide more detail). (Links etc.).

(Click or tap here to enter text.)

C5. Innovation Services that your University is actively involved in:

(Please tick all that are relevant)

Industry Supported chairs

Industry scholarships for research

Joint Technology Initiatives/Institutes (this refers to European institutional public-private partnerships to carry out the strategic research agenda)

- Living Labs
- Innovation Challenges etc.
- Is there a national or regional innovation voucher scheme* in your country?
- Please list other (please provide further information if required)

(Click or tap here to enter text.)

*** Innovation Vouchers**

The Innovation Voucher Programme was developed based on a Dutch model to build links between Ireland's publicly funded Knowledge Providers (i.e. higher education institutes, public research bodies - RPOs) and small and medium-sized businesses. Innovation Vouchers worth €5,000 are available to assist a company or companies to explore a business opportunity or problem with a registered knowledge provider. [Innovation Vouchers - Enterprise Ireland \(enterprise-ireland.com\)](http://enterprise-ireland.com)

C6. Does your university benefit from any special external funding or other support to assist with its role in training staff to become entrepreneurs?

Please choose **only one** of the following:

- Yes
- No

If Yes, please provide any information available on these activities]

(Click or tap here to enter text.)

C7. Would your staff founders/entrepreneurs be interested in exploring the provision of reciprocal hot desk facilities at partner universities within the Alliance?

**(A scheme for the INGENIUM Alliance might be developed for hosting partner entrepreneurs at hot desk facilities at partner Universities if enough interest in this initiative)*

Please choose **only one** of the following:

- Yes
- No

If Yes, please provide any further suggestions (Click or tap here to enter text.)

C8. Do you think that relevant members of staff would participate in specific staff training courses in entrepreneurship that could be jointly developed and rolled out to all partnering institutions?

Please choose **only one** of the following:

- Yes
- No

If Yes, please provide any information available on these types of current activities or ideas you may have for these initiatives

(Click or tap here to enter text.)

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Section D: External Stakeholders - Supporting external entrepreneurship activity within your region

D1a. Does your University have a role in supporting entrepreneurship outside of the University?

Yes No

(If yes, can you please provide more detail - please choose all that apply and provide a comment if additional information needs to be added):

Yes, we support external entrepreneurs

We operate a special scheme for external female entrepreneurs

We have a public incubator providing a range of training and other supports

We provide work and office space for external start-ups (not staff or students)

We provide hot-desk facilities for entrepreneurs or external start-ups (not staff or students)

We provide innovation or research vouchers or our local/national government does

We provide mentoring for external entrepreneurs

Other

(If other, can you please provide more detail).

D.1b If your University does provide space to external entrepreneurs, is this service charged at a market rate/subsidized rate or free of charge?

Please provide further details here.

D2. ACCELERATOR PROGRAMMES

(This applies to only XAMK and UOC as other partners have completed it for BI4E SURVEY)

Other Partners please go to Section E

PLEASE INDICATE YOUR UNIVERSITY'S INVOLVEMENT IN PROVIDING ACCELERATOR PROGRAMMES (Please complete the TABLE below)

(Examples for reference are provided below in grey – please use 2022 metrics or an approximation if not available)

Please complete TABLE D.2

University Name	ACCELERATOR PROGRAMME FOR STAFF	ACCELERATOR PROGRAMME FOR STUDENTS	CUSTOMISED/TARGETED ACCELERATOR PROGRAMMES	ACCELERATOR PROGRAMMES FOR EXTERNAL STAKEHOLDERS

EXAMPLES

University NAME	ACCELERATOR PROGRAMME FOR STAFF	ACCELERATOR PROGRAMME FOR STUDENTS	CUSTOMISED/TARGETED ACCELERATOR PROGRAMMES (i.e. for WOMEN)	ACCELERATOR PROGRAMMES FOR EXTERNAL STAKEHOLDERS
Please see EXAMPL ES	ACCELERATOR PROGRAMME FOR STAFF University College Cork staff example SPRINT https://www.ucc.ie/en/ga/teaway/sprintacceleratorprogramme/	STUDENT INC PROGRAMME FOR THIRD LEVEL STUDENTS Student Accelerator Programme - MTU, UCC, ATU, TUS and UL (studentinc.ie)	EXXCEL PROGRAMME FOR WOMEN ENTREPRENEURS https://rubiconcentre.ie/excel-programme/ Or a programme aimed at a particular sector or faculty i.e. Photonics, Life Sciences etc.	NEW FRONTIERS PHASE 1 PROGRAMME https://rubiconcentre.ie/start NEW FRONTIERS PROGRAMME PHASE 2 & 3 https://rubiconcentre.ie/accelerate

(Please also add metrics if they are available – no. of participants for 2022 – see example infographics)

Infographic Example

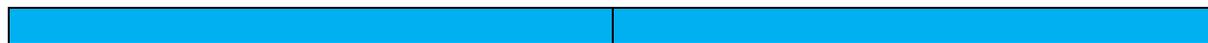
An example of Infographic show metrics of female entrepreneurs trained at MTU

Including some customized/targeted accelerator programmes - for women entrepreneurs – *Exxcel*
<https://rubiconcentre.ie/exxcel-programme/>

(Please also include any other diagrams or infographics that may enrich our INGENIUM Deliverable reports) .



Section E: Good Practices in Supporting Entrepreneurship



(A separate template has been developed and is provided to capture the good practice examples - 3 per partner if you can provide them) The template link is here: <https://forms.office.com/e/NQQNgQYmkQ> We are particularly interested here in any good practices that are currently being implemented and could possibly be replicated in INGENIUM Universities.

Examples for MTU:

- Entrepreneurship Training initiatives to students like Business Model Canvas
[Enterprise - Business Model Canvas Competition \(cit.ie\)](#)
- Innovation Challenge
[Enterprise - Innovation Challenge \(cit.ie\)](#)
- Prize for Innovation
[Enterprise - Prize for Innovation \(cit.ie\)](#)

E1. Could you please provide details on how your University engages students to partake in your Student Entrepreneurial activities:

Please provide information here – (e.g. best methods of promotion etc.)

 Click or tap here to enter text. 

E2. Are there any examples of global good practices relating to supporting student or staff or external entrepreneurship, which could share with the INGENIUM Alliance?

If Yes, please provide any further suggestions 

E3. Do you monitor the success of your entrepreneurship-supporting activities?

Yes No If yes, how do you do this? (e.g gathering data – metrics etc.)

Please provide further information here or any further suggestions



Thank you for participating and completing the survey.

MTU team

THANK YOU FOR YOUR TIME AND YOUR PARTICIPATION

Please return by **10 November 2023** to kyra.dunne@mtu.ie

MTU would be very grateful if you can also provide any relevant photographs of Entrepreneurship facilities/staff or infographics etc. which could be used in the publication of the INGENIUM deliverable reports

Please contact kyra.dunne@mtu.ie if you have any queries on the questionnaire or good practice examples or require any further information.

Annex 2. Matrix to be used by partners to list and to monitor the progress of their key institutional priorities related to the deliverable.

Institutional transformation objectives	<i>Please list the institutional transformation objective that you seek to attain.</i> <i>Select between 3/5 institutional objectives</i>
Barriers faced to achieve those objectives at the institutional level	<i>Please list and explain the barriers that you currently face to achieve your institutional objectives.</i>
Potential Actions to be taken at the institutional level	<i>List the actions that you plan to take within your institution.</i>
Actions to be taken at other levels	<i>List potential actions concerning other actors, such as regional or national governments.</i>
Responsible(s) within the institution	<i>Explain who from the institution will be involved in the actions. Include the main responsible and other involved actors.</i>
Expected timeline and key milestones	<i>Please define an expected timeline and establish milestones if possible,</i>