



INGENIUM
European University

Deliverable 8.3 –

Interim report on transnational incubation and acceleration programme

WP8 – Entrepreneurial INGENIUM

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Table of contents

Document information	4
Document history.....	5
Definitions & Acronyms	5
EXECUTIVE SUMMARY	6
DESCRIPTION, METHODOLOGY AND DISCUSSION OF THE FINAL OUTCOME	7
INTRODUCTION TO THE INGENIUM UNIVERSITY	8
ENTREPRENEURIAL INGENIUM - WORK PACKAGE 8	9
SURVEY RESULTS	11
Good Practice #1 - XAMK	12
Good Practice #2 - MTU	13
Good Practice #3 - URN	18
Good Practice #5 - HKA.....	23
Good Practice #6 - TUIASI	25
Good Practice #7 - HIS	27
Good practice #8 -UOC.....	28
Good practice #9 - U'dA.....	29
CONCLUSION AND RECOMMENDATIONS	30
Annex I - Questionnaire Survey issued to Partners.....	31
Annex 2. Matrix to be used by partners to list and to monitor the progress of their key institutional priorities related to the deliverable.	45

List of tables

Table 1 presents an overview of the partner survey data collected.

List of figures

Figure 1. *INGENIUM Partnership Map*

Figure 2. *Deliverables in Work package 8 - Entrepreneurial INGENIUM*

Document information

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Description of the deliverable (3-5 lines)	This report provides an interim overview of the current activity regarding the delivery of transnational incubation and acceleration programmes by INGENIUM partners to staff and students at their respective universities in the Alliance. It also explores some of the entrepreneurial training initiatives to be explored and developed over the course of INGENIUM.
Key words	Entrepreneurship; entrepreneurship support; entrepreneurial skills; Accelerator programmes; incubators; spin-offs; start-ups; good practice; specialised programmes; talent; mentoring and training.

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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

Entrepreneurial INGENIUM Workpackage 8, addresses the promotion and supporting of entrepreneurship across the INGENIUM European University. The objective of Deliverable 8.3 is to provide an overview of the relevant incubation and acceleration initiatives which are currently in place across the 10 INGENIUM campuses.

As the M12 interim report, this document reports on these initiatives and also provides recommendations on how these can be internationalised over the next year and a half.

From the work undertaken to date, it is clear that the majority of partners are actively supporting entrepreneurship. Of the ten partners four operate Incubators and six provide acceleration services for startups. This forms the basis for the continuing work in the workpackage and the final reporting and impact.

The report presents incubation and acceleration good practice examples from across INGENIUM while also examining how the partnership can bring new perspectives and an enhanced offering to its staff and students and other stakeholders.

DESCRIPTION, METHODOLOGY AND DISCUSSION OF THE FINAL OUTCOME

This report covers the baseline position in terms of INGENIUM partners' supports to enterprises, by way of Incubation facilities and acceleration services. The objective for this interim report was to gather all of the relevant information from partners, as well as a selection of good practices to highlight the activities in the different INGENIUM locations.

Workpackage 8 leader Munster Technology University liaised with all partners to gather and catalogue the services being provided. The information collected is presented in this short report which sets the foundation for the continuing work within D8.3.

The outcome is directly as envisaged in the DoA and fulfils the requirement of collection baseline data and some examples of good practice already in operation across INGENIUM.

INTRODUCTION TO THE INGENIUM UNIVERSITY

INGENIUM is committed to local and global challenges.

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 EU.

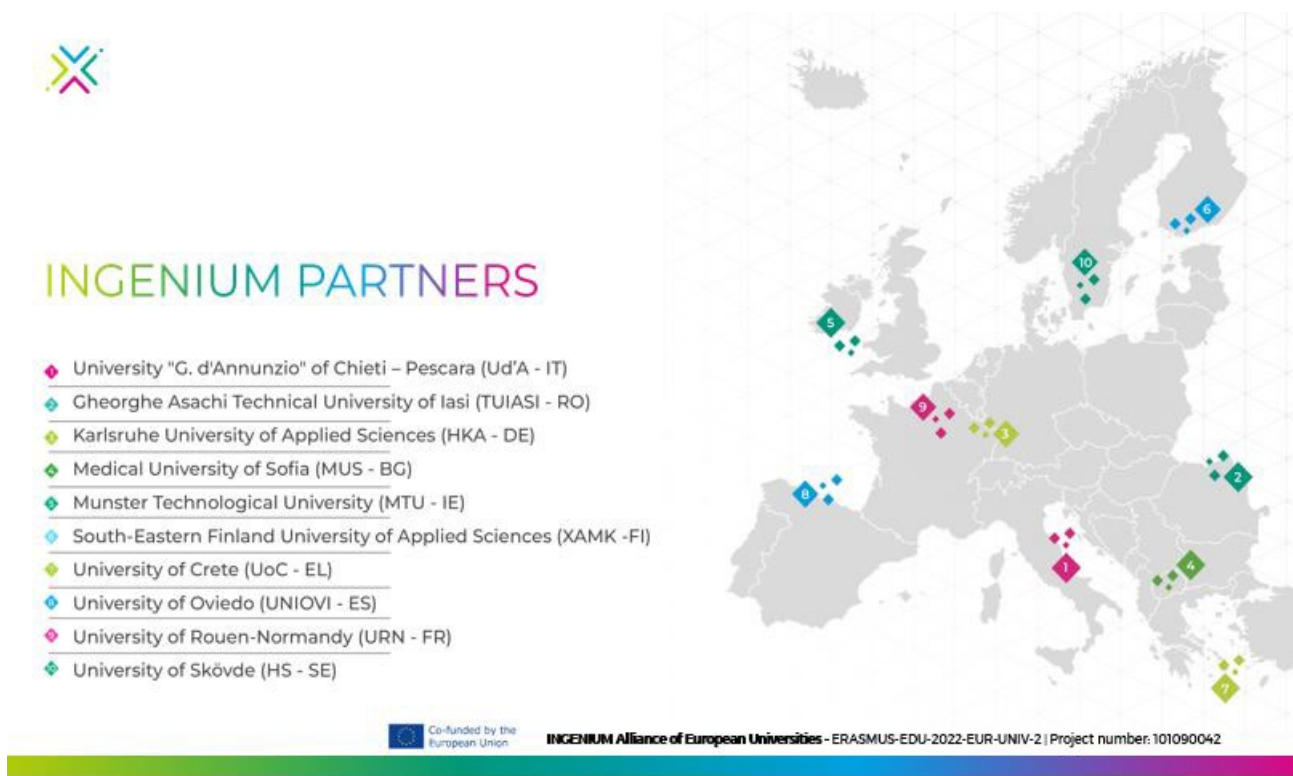


Figure 1. INGENIUM Partnership Map

INGENIUM is committed to collaboration benefiting its 172,000 students 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 ambitious 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 all 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.

INGENIUM has a range of work packages, strategic actions and deliverables directed at creating a single INGENIUM campus, these work packages range from building a cohesive cooperation framework, realising a single digital presence, comprising the INGENIUM European Campus, with shared studies, degree, post graduate qualifications, and Doctoral programmes; to promoting non-discriminatory and socially engaged education.

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 work package addressing entrepreneurship, supports emerging enterprises, led by the Munster Technological University, Ireland, bringing all partners together to firstly examine and then build their strengths in the important field of producing entrepreneurial graduates. Secondly, it has the objective of maximizing the potential for university staff, who frequently possess high levels of knowledge and technical/business expertise, to spin-out or spin-off new enterprises, with the support of the University. The report also examines the roles of partners in technology transfer/spin outs and in supporting external entrepreneurship within their respective regions.

The importance of entrepreneurial skills for third-level students cannot be overstated. Such a grounding equips the future workforce to develop important critical thinking and problem-solving skills that are important as future employees, or as employers.

The Munster Technological University is seen as an exemplar within Ireland providing wide-ranging entrepreneurial supports to its students, staff, and indeed emerging external entrepreneurs within its region of Southwest Ireland. MTU students benefit from an introduction to entrepreneurship and specialised programmes of mentoring and training are provided for those who have the ambition to establish their own enterprises.

The task of WP 8 is to investigate the potential to accelerate the levels of entrepreneurial activity within the INGENIUM University. In the first instance, an audit of how each member university addresses the area of encouraging and supporting entrepreneurship was

undertaken. This report under **D.8.3** sets out to create an overview of the relevant services and activities currently being delivered in the INGENIUM HEIs.

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

SURVEY RESULTS

WP8 leader, the Munster Technological University has collected data from all partners on their current range of services related to incubation and acceleration of enterprises.

PARTNER	UNIOVI	MUS	UoC	HKA	XAMK	UdA	HIS	MTU	URN	TUIASI
Entrepreneurial training Facilities										
On-campus incubator facilities available to students	Yes	No	No	No	Yes	No	Yes	Yes	No	No
Entrepreneurship accelerator programme for students	Yes	No	Yes	No	Yes	No	Yes	Yes	Yes National Programme	No
Organising Hackathons	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Organising student enterprise competitions	Yes	No	Yes	No	Yes	Yes	No	Yes	Yes	Yes
Providing financial assistance to students in setting up their own enterprises	Yes	No	Yes	No	Yes	No	Yes	Yes	No	Yes
Students access to university staff and researchers for advice and technical knowledge	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes

Table 1 presents an overview of the partner data collected.

Based on the partners' responses received to the questionnaire, most partners have a clear focus on promoting Entrepreneurship and Technology Transfer/spinouts. MUS, as a Medical University does not at this juncture have such a focus. This can be explained by its primary medical training role and with no mature technology transfer ecosystem nationwide. 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 starting a commercial enterprise. This possibility will be considered in consultation with MUS as the Entrepreneurial Ingenium work package continues.

Some of the partners including UNIOVI, XAMK, HIS and MTU currently operate on-campus incubator facilities which are available to students and staff.

From the partner's good practice cases presented, it is noted that TUIASI, UNIOVI, URN, HKA, XAMK, HIS and MTU provide and/or facilitate Accelerator Programmes. All are also very active across the realm of supporting entrepreneurship and innovation.

The following good practices, drawn from partners set the scene for future work across the partnership.

Good Practice #1 - XAMK

Incubation and Acceleration programmes



In Finland, partner XAMK does not provide incubator facilities per se, but does provide a range of what could be considered as incubator and accelerator services, together with several laboratories and workshops available to students. It is planned in the future for XAMK students to also have access to Future Experience Labs (FUEL). Future Experience Labs began as a design education development project, the goal of which was to explore the future of work and the necessary tools for future design and development work. FUEL was born as a result of joint development in a multidisciplinary team, using service design methods.

Students, teachers, developers, and entrepreneurs together defined the direction of FUEL as an intelligent, open and creative space where experience guides learning and development. The project started in the *Finnish Design Academy* project and has been further developed in a multidisciplinary team following the end of the project.

XAMK describes the Fuel Experience lab as being an open learning environment and an intelligent co-development space, which connects the region's companies and actors to joint development and interaction, with the innovation ecosystem. FUEL is a product and service development clinic that utilizes service design methods and design thinking.

FUEL services include:

- > Sprint development services for companies and organizations
- > Partnership development services for RDI projects and project stakeholders
- > FUEL can also be reserved for training and development work
- >

XAMK also delivers a student entrepreneurship programme and learning environment ***ship Akatemia**, which is an innovation, entrepreneurship and start-up academy. Directed at students who have an enterprise project in mind, it facilitates them to develop their own individual skills and refine their business ideas, and access to financial support for development (Xamk Startup Fund), whilst still engaged in their mainstream studies. An option also exists for students who do not have a business idea to join the community (PatterIES) and participate in the work of the entrepreneurial-minded team.

The University is strong in its organisation of different events and activities which support the growth of the entrepreneurial spirit, delivering education and inspiration to potential entrepreneurs. A direct route to entrepreneurship is also provided, whereby students can study for qualifications in entrepreneurship. The XAMK Centre and RDI units offer wide opportunities for students to develop ideas and entrepreneurial skillsets. Teachers in every study field are in a key role to promote entrepreneurship and formulate personal entrepreneurial-focused learning curricula, for example in game technology and sports education programmes there are strongly entrepreneurial-minded teachers that promote students' possibilities for entrepreneurial study right from the start of their studies. Yet, there is still a lot of work to do to provide equal opportunities to students from all study programmes to include entrepreneurship in their curricula.

Good Practice #2 - MTU

On-campus Incubators, Student INC and Business Model Canvas

MTU On-Campus Incubators

The Rubicon Centre and Tom Crean Centres are located on-campus in MTU in the Bishopstown Campus, Cork and North Campus, Kerry. The Rubicon Centre supports entrepreneurs to start, accelerate and grow their business in a purpose-built 2,000m² on-campus facility.

Rubicon



Photo: Rubicon Centre, MTU Bishopstown Campus

The experienced team of start-up professionals and advisors supported 500 businesses over the last 10 years.

The Tom Crean Centre on the Kerry campus boasts purpose-built facilities of 22 office units, varying in size from individual to open-plan shared office space.



Photo: Tom Crean Centre, MTU Kerry campus

Clients based at the incubators are at different stages of development, from the initial concept stage to completing their first customer orders and many are already trading on international markets. Since opening their doors, the Rubicon Centre and Tom Crean Centre have quickly positioned themselves as a catalyst of regional development, assisting entrepreneurs to take their projects to the next stage.

Client companies enjoy access to support for the full development cycle and have participated in one of the many programmes on offer in the centres.

As incubators for budding entrepreneurs, the Rubicon Centre and Tom Crean Centre are available to help, encourage and give support to people who present a unique idea or highlight a market niche which they believe they can target.

In essence, the Rubicon Centre and Tom Crean Centre's role as incubators is to assist the formation and growth of early-stage, knowledge-intensive businesses, by providing physical space and in-house management support, along with access to business advice (sales and marketing, administration, tax, funding, legal, etc.) in addition to access to MTU expertise and resources.

The MTU Incubation Centres offer the following Incubation and Accelerator programmes:

Enterprise Ireland New Frontiers

The Enterprise Ireland New Frontiers programme supports ambitious early-stage start-up founders. New Frontiers participants benefit from being based at the University's on-campus incubators (Rubicon Centre, Cork and Tom Crean Centre, Kerry) and from the expertise and support of MTU and its stakeholders; Enterprise Ireland (EI), the Local Enterprise Offices (LEOs), as well as the wider business community in the Southwest region including networks, such as the Chamber of Commerce, Technology Industry Alliance and the existing start-ups.

The MTU programmes have dedicated Programme Managers, supported by the Rubicon and Tom Crean Teams, and experienced trainers and mentors who are drawn from local, national and international firms and organisations.

Exxcel Programme

The Exxcel programme, launched in September 2015, is a flexible, part-time programme for women entrepreneurs, that runs over six months. It enables participants to develop and progress their business ideas to potential business start-up. Modular training runs once a month on Friday evening/Saturday morning. Mentoring sessions are scheduled around the availability of participants.

Customer Discovery Boot Camp - 6 week programme - part-time

This programme which enables founders to determine whether they have a PROBLEM/SOLUTION FIT in order to make an early 'go'/'no-go' business decision early. The participants partake in a customer discovery bootcamp, the first stage of the customer development process.

Rubicon Innovation Training for Opportunity Validation - RIO

The RIO Programme trains SMEs to embed an evidence-based entrepreneurship methodology in their business to explore and validate new opportunities allowing owners and senior managers to work ON the business.

Student Inc



This is a student accelerator programme run over the summer for a select number of MTU students, regardless of their year of study or academic discipline.

[Student Inc.](#) was set up to encourage student entrepreneurs to assess the feasibility of their business ideas and inventions

and start a business in a safe and nurturing environment. Participants can come from any academic area or any year of study.

Over the summer months the student entrepreneurs locate in the Rubicon and Tom Crean Centres and work full-time on their business ideas for the 13-week duration of the programme. Student Inc. provides students with seed funding and access to a network of entrepreneurs, trainers, mentors and investors across the South-west region of Ireland.

Locating in the incubation centres gives the students access to the companies and entrepreneurs based there as well as to the experienced teams in both incubators that work with start-ups on a daily basis.



Student Inc. 2024

MAKE YOUR BUSINESS IDEA A REALITY

SUMMER ACCELERATOR PROGRAMME

Student Inc. Supports

- > €4,000 Seed Fund
- > Access to on-campus serviced office space in the on-campus incubators Rubicon or Tom Crean
- > Training & Mentoring
- > Ongoing support from on campus incubation facility
- > Opportunity to pitch to potential investors
- > 10 ECTS Credits at Level 8* in some universities

APPLICATION PROCESS:
online application
www.studentinc.ie
Closing Date: 26 March 2024
↓
Interviews: 2-5 April 2024
↓
Awarding of places
15 April 2024

Application Criteria

- > Any registered MTU student
 - Any year of study
 - Any discipline
 - Part-time or full-time
- > Enthusiastic & committed to your business idea
- > Self-motivated
- > Available full-time from 27th May to 23rd August 2024

For more information:
Email: carole.oleary@mtu.ie
Tel: 021 4928990
Web: www.studentinc.ie

Succeeding Rubicon

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

TOM CREAN
BUSINESS CENTRE

Throughout the summer they attend training and mentoring sessions and workshops. By the end of the programme, the student entrepreneurs will have completed a full customer discovery exercise, and a business plan and will have pitched their ideas to potential investors.

Not all students will continue with their ideas post-programme, but all will emerge more entrepreneurially minded. These attributes are very beneficial to future employers. Students may even return to the incubators with a different business idea after many years post-programme completion.

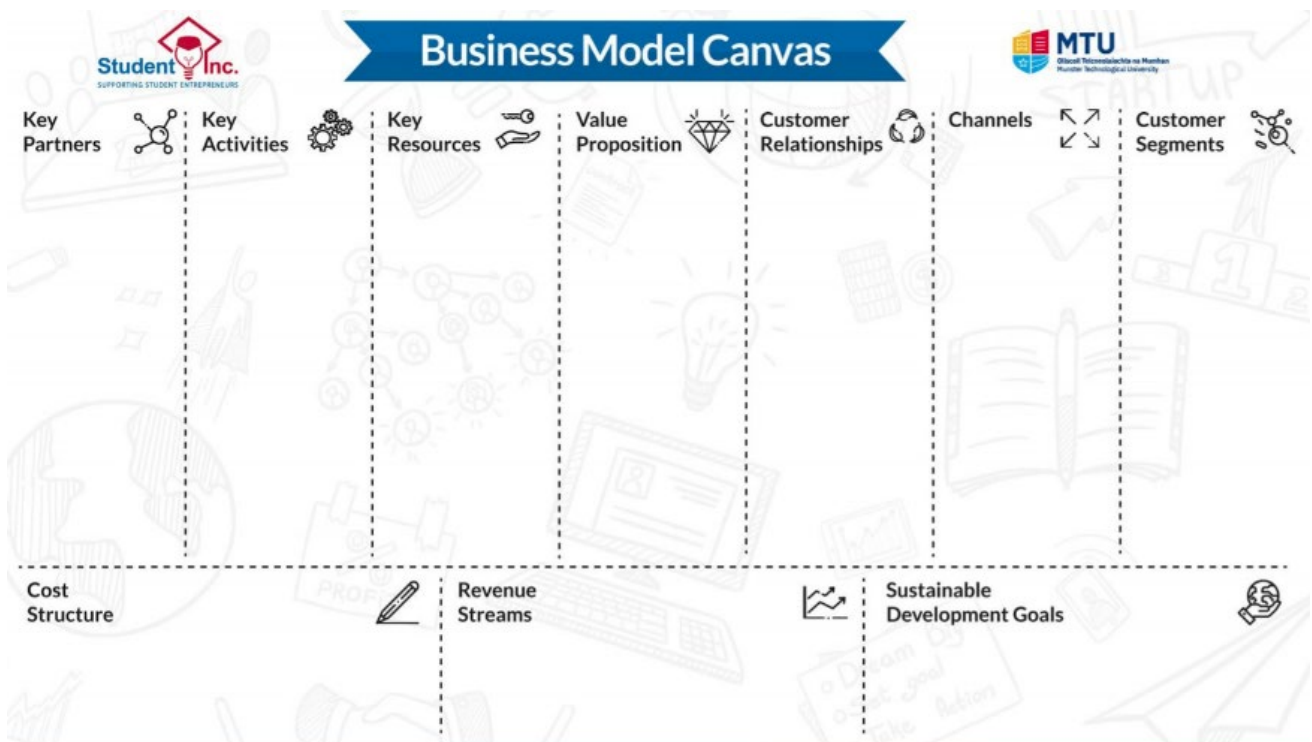
The programme has been successfully delivered remotely on a national and international basis over the past two years. The Student Inc. Programme concludes at the end of August with an event where the students showcase their businesses and progress over the summer months.

BUSINESS MODEL CANVAS

The Business Model Canvas Competition is run in conjunction with the Creativity Innovation and Teamwork Module for first-year students in MTU Cork and has a prize fund of €1,000 (€500 overall winner and €500 best sustainable development goals BMC).

Students create a business model for their idea using the Business Model Canvas template. In teams, the students pitch to a panel of judges in the Rubicon Incubation Centre and the winning team's canvas is then awarded the top prize.

Almost 1,500 MTU students participated in Autumn 2023



An online digital resource is currently being developed at MTU with the aim of sharing the BMC programme with INGENIUM partners.

Good Practice #3 - URN

My internship, My startup - *"Mon stage, ma start-up"*

The Region of Normandy offers University students the opportunity to develop an innovative startup project during their mandatory internship, in collaboration with their educational institution. This initiative, named *"Mon stage, ma start-up"* (My internship, my start-up) established in 2020, is open to students from all HEIs of the Region. To qualify, students must have an innovative startup idea, be enrolled in a university or business/engineering school in Normandie and be at least in their third year of undergraduate studies.



Startup Development:

The initiative supports students in developing innovative startup projects during their mandatory internship. This encourages entrepreneurial thinking and provides a practical platform for turning ideas into viable businesses.

Financial Support:

Students benefit from remuneration for their internship, which is covered by the Région Normandie. This financial support helps alleviate some of the financial pressures on students, enabling them to focus on the entrepreneurial project without the burden of financial constraints.

Incubation Facilities:

Students gain access to dedicated spaces in Normandie Valorisation or Normandie Incubation in key cities like Rouen, Caen, or Le Havre. These incubation facilities provide a conducive environment for collaboration, creativity, and the growth of their start-up ventures.

Professional Guidance:

The initiative ensures that students are accompanied by a team of professionals throughout their internship. This guidance comes from experts associated with Normandie Incubation, Normandie Valorisation, PEPITE, internal school incubators, and teachers. This mentorship helps students navigate the challenges of entrepreneurship and refine their business strategies.

Interdisciplinary Support:

The collaboration involves a mix of expertise, including professionals from various sectors, teachers, and incubators. This interdisciplinary approach ensures a comprehensive support system that addresses not only business aspects but also incorporates academic perspectives.

A formal internship agreement is established among the student, the educational institution, and the Normandie University Community (COMUE Normandie). This institutional collaboration strengthens the ties between academia and entrepreneurship, fostering an environment where both can mutually benefit.

Criteria for Participation:

By setting specific criteria, such as having an innovative startup idea, being a student in a Normandie university or business/engineering school and being at least in the third year of undergraduate studies, the initiative ensures that participants are genuinely interested and prepared for the entrepreneurial journey.

Duration of Support:

The initiative provides support for up to eight months, allowing students a significant timeframe to work on their startup projects. This extended period enhances the likelihood of meaningful progress and increases the chances of a successful startup establishment.

In summary, the initiative contributes to the fostering of entrepreneurship by providing financial, infrastructural, and professional support to students with innovative startup ideas. It aligns academic and entrepreneurial pursuits, creating a conducive ecosystem for the development of new businesses in the deep tech sector.

Good Practice #4 - UNIOVI

TalentHEI Factory

The University of Oviedo provides **TalentUO Labs** with the support of a pilot online platform called 'TalentHEI Factory'. It aims to develop and provide a network of talent labs across their region, which are spaces devoted to promoting innovation and entrepreneurship, in the following schools: Polytechnic School 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.



Photo: TalentHEI Factory - UNIOVI

The labs provide full support for potential entrepreneurs bringing them through all stages from the conceptualisation of their ideas to writing a final business plan. TalentUO labs are supported both by the university's academic community and by a wide range of local enterprises. The TalentUO Labs of the different schools come together in a programme called Ecosystem Integration TalentUO Lab.



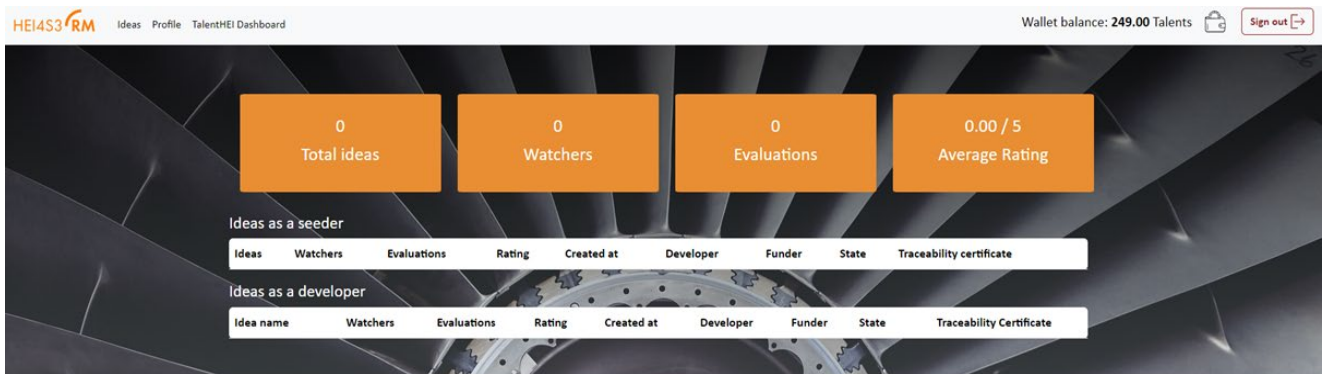
Photo: Ecosystem Integration TalentUO Lab - UNIOVI

The approach taken in the University of Oviedo to promoting entrepreneurship is fourfold:

1. PROBLEMATIZE

An idea is stress-tested with the aim of exploring its potential. Through a collaborative and immersive research process, possible developments are sought.

Faced with a specific problem, specific solutions are sought. A person proposes an idea that answers a need. That idea is shared in a group with other people who have diverse knowledge, backgrounds, interests, etc. To form these multidisciplinary teams, the online platform TalentHEI Factory plays an essential role, acting as a showcase of the initial ideas and as a meeting place for potential contributors. Once the teams are formed, the ideas are challenged, turned around and can end up transformed into another idea that derives from the first.



2.PROTOTYPE

The ideas are demonstrated in a prototype: a scaled, fast and low-cost test. What can be prototyped? Objects, products, social or artistic processes, methodologies, designs, etc. The condition is that they should be validated in the time that the laboratory lasts.

Prototyping is to pool the knowledge and skills of the entire group involved in the process. Experiment with all the options that arise during the process. A prototype is a sketch of the idea that has been proposed. It is something tangible, containing to scale what could be the created artifact. It is unfinished, tentative and imperfect, allowing potential users to participate in the process as well. It does not provide closed solutions, but opportunities to rethink many possible options.

3. TEST

Prototypes are validated. But one cannot stop at just one proposal. It is necessary to know if it can be put into practice, if it makes sense, if it responds to the need for which it was designed. That is why this phase of the process is essential. The prototype needs to be validated with that group, community or area to which it is directed. This involves listening to the community, seeing the problems that the prototype presents and resolving them quickly, integrating the concerns and responses of potential users.

4.INCUBATE

In this phase, an expert jury determines the three prototypes with the greatest potential and viability. The selected prototypes receive both financial support (up to a maximum of €10,000) and mentoring, with the aim of developing their business projects and launching them on the market. In this phase, teamwork and advice from experts in various areas of the company are key for a correct definition of the models and business plans of the selected prototypes. The objective of this incubation phase is for the initial prototypes to become start-ups.

Good Practice #5 - HKA

HKA's start-up lab [X]Lab

The [X-Lab] aims to make the campus of Karlsruhe University of Applied Sciences a place with a lively entrepreneurial spirit, where entrepreneurial ideas are developed and realized. The [X]Lab has established structures with support from experienced start-up coaches, professors and researchers who are enthusiastic about founding a company, and who drive the interdisciplinary and cross-faculty cooperation forward as entrepreneurship ambassadors.



X-Lab's activities revolve around three core areas:

Education: Teaching innovation in various lecture formats:

Get digital: Students develop digital marketing strategies in collaboration with local companies from the IHK network.

Design Thinking: Students go through the Design Thinking process using real business cases and pitch their ideas to customers.

Entrepreneurship: HKA students, alumni and high school students work together on new business models and go through the Lean Startup and Design Thinking process together.

Radical Innovation: Students develop radical innovations based on a real-world business challenge.

Platform Economy: Students transform a business model from “Pipeline to Platform” by using a real company case.

Innovation Coaching: (ProVIL) As Innovation Coaches, students support development teams at IPEK in product development in the virtual idea lab.

Research: Exploring innovation in frontline research.

Transfer: Unlocking joint innovation with corporates and start-ups.

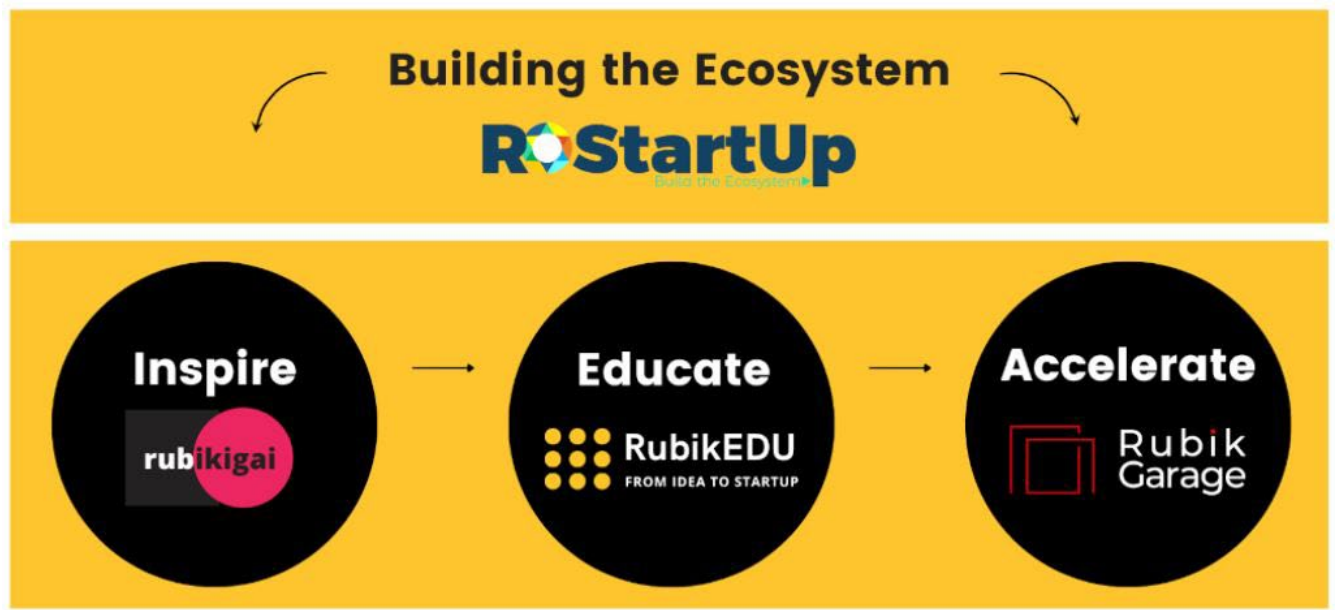


Good Practice #6 - TUIASI

Extracurricular Entrepreneurship training and a range of other entrepreneurship-supporting activities.

TUIASI hosts recurrent extra-curricular entrepreneurship training programs within the framework of SAS, the Student Entrepreneurial Society, where university-wide students are encouraged to get involved. SAS-TUIASI is the structure within the TUIASI that develops and encourages the entrepreneurial spirit of students. SAS-TUIASI introduces an entrepreneurship framework to students in an informal and friendly manner, where their ideas take shape and entrepreneurial initiatives are supported with advice and other supports

TUIASI also partners with and supports external entrepreneurial education initiatives that are open also for their students. As such, RubikEdu is an initiative of RubikHub where TUIASI students get involved and staff offer support. RubikEdu is a Pre-accelerator for idea-stage startups targeting mainly students with a business idea, who want to explore how it would be to start on their own entrepreneurial journey. It also supports researchers working on research projects, where they have discovered an innovative solution that might have the potential to become a sustainable business.



Innovation Labs is a national initiative that by its 11th edition in 2023, has supported 520 teams from 19 universities in 9 cities. A total of 188 teams out of the 520 have reached the Demo Day stage over the past 10 years. Innovation Labs boasts a total of 61 successful teams in the market, whose value amounts to almost 200 million Euros.

Innovation Labs is a university-centered programme for teams of students keen to develop entrepreneurial thinking and to learn the basics of start-up creation. The programme runs annually involving an Idea Jam event for identifying and encouraging students with start-up

ideas in November, a selection hackathon in March, followed by workshops (How to Plan an MVP, How to talk to users, Measure what matters, Fast Prototyping for building UX, Competition Analysis, Business Models, Growth hacking, Pricing your product, Cybersecurity basics, Patenting, How to Pitch), tech talks, pitching sessions and progress follow-up, ending with a demo day at the end of May.

TUIASI hosts both the Idea Jam event and the selection hackathon, supporting student teams to follow the Innovation Labs programme. TUIASI is part of the Innovation Labs programme which started in 2017. In the pre-acceleration programme at the regional level, they have entered a total of 67 teams from TUIASI, e.g., in 2023 17 TUIASI teams qualified.

EIT Health Innovation Zone by DIZ is a project designed to boost start-up supporting activities within the healthcare field in Northeast Romania with the support of the Digital Innovation Zone EDIH and its members, TUIASI and the University of Medicine and Pharmacy in Iasi. The project supports 10 interdisciplinary teams of engineering and medical students/alumni to transfer their ideas from lab to business.

EIT HIZ by DIZ project contributes to driving Health-tech digital innovation through the best use of digital technologies and up-skilling of people by promoting success stories, organising events to showcase the advantages of the medical + tech communities' collaboration. The project ran in 2023 and is co-funded by EIT Health, TUIASI and the University of Medicine and Pharmacy in Iasi.

Good Practice #7 - HIS

Drivhuset - LEVEL UP

DRIVHUSET



The university has an external non-profit foundation that works to promote an entrepreneurial mindset among students at the university. The foundation is called Drivhuset and coaches inventors, educates through entrepreneurial programmes and contributes through inspirational activities for all students and all programmes, to varying extents. Drivhuset activities include lunch lectures, Hackathons, Innovation Sprints and offers students an Innovation Center, providing, a creative environment where ideas can grow. Drivhuset also collaborates with the Incubator Science Park Skövde, located close to the University, The aim, apart from training, is to inspire and educate students to develop a more entrepreneurial mindset and try to progress their ideas and business.

One activity that Drivhuset is working on is a programme called **LEVEL UP**. The Level Up programme runs over 6 weeks, including 6 different workshops, one workshop per week.

The programme is designed to develop students' entrepreneurial skills with a digital badge on completion and aims:

- > To generate new sustainable solutions
- > Understand business development
- > Learn how to validate their idea
- > Learn how to sell and market
- > Pitch and present the concept

Good practice #8 -UOC

Inno-Storming

The Knowledge Transfer Office of the University of Crete organizes an entrepreneurship competition entitled Inno-storming, with the aim of strengthening and supporting creativity, especially of the Foundation's young researchers, and cultivating a culture of innovation. The Inno-storming action is aimed at undergraduate, postgraduate or doctoral students or research groups of the University of Crete from different scientific disciplines.





 Γραφείο Μεταφοράς Τεχνολογίας
 ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ
 Technology Transfer Office
 UNIVERSITY OF CRETE

Inno-Storming Innovation Competition

LET'S TALK ABOUT
THE FUTURE

Είστε φοιτητές ή ερευνητές
του Πανεπιστημίου Κρήτης;
Ευκαιρία να αναδείξετε την
καινοτομία και την
επιχειρηματικότητά σας!

Βρείτε περισσότερες πληροφορίες στο kto.uoc.gr
Επικοινωνήστε μαζί μας στο kto@uoc.gr

Participants need to present an innovative idea for a product or service through a business model, identify the target group for this new product/service, research the existing technology and competition and in order to be able to assess the commercial potential of the idea, consult with a professor in the academic/research community who will have a supervisory role and finally submit a full proposal.

There is no limit to the teams that can participate although the first twelve (12) teams to submit a proposal (first come, first served) will be funded (with a small amount of money of equipment, travel, consumables etc). All the proposals will be evaluated with the following criteria: Conception of the Idea, Implementation, Promotion in the market, Human Resources. The top three proposals will be funded, and the top three teams will take part in workshops of knowledge Transfer Office of UoC.

Good practice #9 - U'dA

The Creation of Spin Offs and Start-Ups

The G. d'Annunzio University places among its institutional goals the valorisation and transfer of research to industry and society. The University encourages the establishment of entities whose purpose is the commercialisation valorisation and entrepreneurial use of U'dA's research results in innovative contexts and the development of new products and services, in particular the creation of academic spin offs.

The University makes use of the *Commission for the Valorization of Research and Technology Transfer - CVRTT* which takes care of both the promotion, protection and valorisation of the results of research activity, and the protection of intellectual property by supporting the creation of new businesses (spin-offs and start-ups).

Article 7 of the University's Spin Off Regulations provides for the possibility of access and use of spaces, equipment and University services by the spin-off company on the basis of a specific agreement. Spin-out companies can benefit from a stay of up to three years in the U'dA incubator, where they receive every support and assistance.

CONCLUSION AND RECOMMENDATIONS

It can be observed from the information collected on activities supporting Incubation and Acceleration Programmes being delivered throughout the INGENIUM European University, that there is already a significant level of relevant services being delivered. While some partners are not as active as others, a very strong foundation already exists.

Examining the range of activities and approaches across the Alliance, this report suggests the following realistic and achievable first steps.

In February 2024, all INGENIUM partners will be represented at the *Ten Days of INGENIUM* events taking place in Cork at the Munster Technological University (MTU), which is the WP 8 leader. MTU will offer an agenda addressing the themes of Incubation and Accelerator delivery. The programme will include a workshop hosted in MTU's on-campus incubator – the [Rubicon Centre](#) attended by incubation specialists, providing the opportunity for detailed discussions on how the INGENIUM Incubators can be more closely aligned. This may for example include possibilities for colleagues across the alliance to avail of hot-desk facilities in each other's institutions. There is also a potential to provide reciprocal soft-landing arrangements for enterprises from the different INGENIUM member regions, who wish to engage for research commercialisation/market development purposes in another members' region.

At the February event, MTU will introduce the MTU Business Model Canvas Programme. Partners will consider this programme or a similar version from another partner with a view to including it in the final deliverable report on roll-out of an international accelerator opportunity for students across INGENIUM in the future.

The partners currently operating incubators and those delivering accelerators will continue to share their good practices with partners who are not engaged in incubation and acceleration activities. This work will facilitate the potential fast-tracking of such services if desired in the other institutions. It is recommended that partners avail of as many study visit opportunities as possible to experience this activity in person in partner universities.

Partners will additionally explore how a greater level of connectivity can be developed between the individual accelerator activities in both Student and Staff realms. Reciprocity across the ten INGENIUM partners will significantly strengthen each university's offering in an internationalised context to would-be on-campus and external entrepreneurs.

Annex I – 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

(Click or tap here to enter text.)

- We have an entrepreneurship accelerator programme for students**

If Yes, please provide any information available on these activities

(Click or tap here to enter text.)

We organise Hackathons

If Yes, please provide any information available on these activities

(Click or tap here to enter text.)

 We run student enterprise competitions

If Yes, please provide any information available on these activities

(Click or tap here to enter text.)

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

If Yes, please provide any information available on these activities

(Click or tap here to enter text.)

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

If Yes, please provide any information available on these activities

(Click or tap here to enter text.)

 Other Please provide any information available on these activities

(Click or tap here to enter text.)

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

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 <i>(please tick)</i>	IS THIS TRAINING UNACCREDITED <i>(please tick)</i>	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 <i>(please specify)</i>	<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 <i>(please specify)</i>	<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

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.)



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

(Click or tap here to enter text.)

We operate a special scheme for external female entrepreneurs

(Click or tap here to enter text.)

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

(Click or tap here to enter text.)

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

(Click or tap here to enter text.)

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

(Click or tap here to enter text.)

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

(Click or tap here to enter text.)

We provide mentoring for external entrepreneurs

(Click or tap here to enter text.)

Other

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

(Click or tap here to enter text.)

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.

(Click or tap here to enter text.)

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 EXAMPLES	ACCELERATOR PROGRAMME FOR STAFF University College Cork staff example SPRINT https://www.ucc.ie/en/gateway/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/exxcel-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

 Click or tap here to enter text.

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

Click or tap here to enter text.

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>