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**ICT  
ENTREPRENEUR**

## **ICT ENTREPRENEUR**

**“A European University-Business Alliance aiming to foster the entrepreneurial spirit of ICT students”**

**LIFELONG LEARNING PROGRAMME**

**Erasmus+ Higher Education - Strategic Partnerships**

**Key Action 2**

**Cooperation for Innovation and the exchange of good practices**

**June 2015**

**OUTPUT 9: EVALUATION REPORT WITH SURVEY FUNDINGS – UNITED KINGDOM**

## Table of contents

<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>Project Context/Introduction to the project</b>	<b>3</b>
<b>3</b>	<b>National Initiatives/projects/news</b>	<b>3</b>
<b>4</b>	<b>Local Visits: strengths and weaknesses, best practices, existing gaps</b>	<b>6</b>
<b>5</b>	<b>EU visits: strengths and weaknesses, best practices, existing gaps</b>	<b>11</b>
<b>6</b>	<b>Suggestions on modules to be included in the ICT ENTREPRENEUR package</b>	<b>12</b>
<b>7</b>	<b>Perceptions of visiting organizations about the potential of our ICT ENTREPRENEUR package</b>	<b>12</b>
<b>8</b>	<b>Conclusions</b>	<b>13</b>
	<b>Annex I: Results from local/national visits</b>	<b>14</b>
	<b>Annex II: Results from EU visits</b>	<b>19</b>
	<b>Annex III: ICT Survey Results</b>	<b>24</b>

## **1 Introduction**

This report contains the findings of the University of Gloucestershire's research visits to local UK and EU institutions, organisations as required on the ICT project. The report provides information from chosen UK and EU institutions and organisations on their existing entrepreneurship programmes, key strengths, weaknesses, best practices and existing gaps.

## **2 Project Context/Introduction to the project**

The ICT project, aims to develop an innovative entrepreneurship programme for ICT students and graduates, giving them high quality entrepreneurial training and providing them with a new professional path in entrepreneurship. By identifying the strengths, weaknesses, gaps and best practices of existing entrepreneurship programmes through an EU wide research, a unique and top quality programme will be created. Currently there is no such programme in the EU. This will be pilot tested by project partners and offered to interested stakeholders following the completion of the pilot. This is the UK report on existing entrepreneurship programmes in top UK institutions including Oxford University, Imperial College and Cambridge University.

## **3 National Initiatives/projects/news**

In 2008, the Department of Business, Enterprise and Regulatory Reform reported on the Government's renewed strategy and vision to make the United Kingdom (UK) the most enterprising economy in the world and the best place to start and grow a business. It laid out a new enterprise policy framework around five separate but interlinked themes as key enablers for the country's enterprise performance: culture of enterprise, knowledge and skills, access to finance, regulatory framework, and business innovation.

The current UK Government laid out a similar vision in July 2010 during their first year of office. Here the need for an enterprising culture - in which everyone with talent is inspired to take up the challenge of turning their ideas into successful enterprises - and the need for enterprise education was reiterated.

The need for enterprise education and entrepreneurship opportunities for students in higher education - including postgraduate research students - was highlighted in the 2012 Wilson Review of Business-University Collaboration commissioned as part of the 2011 White Paper.

As a result, most of the universities in the UK have entrepreneurship education as a key provision usually within business schools and it is common to see “Start-Up” centres, business incubators and accelerators within University campuses dedicated to encouraging enterprise and entrepreneurship amongst undergraduate and postgraduate students including those with ICT backgrounds.

In 2012, the Quality Assurance Agency for Higher Education produced a “guidance for UK Higher Education Providers” in enterprise and entrepreneurship. The QAA makes a distinction between enterprise and entrepreneurship education.

According to the QAA, *enterprise education is defined as the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen. Entrepreneurship education equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business.* The QAA has set out the key inputs and outputs of entrepreneurship programmes at Higher Education which is adhered to by universities visited for this project.

In 2013, the Department for Business Innovation and Skills (DBIS) produced a report: “Enterprise Education Impact in Higher Education and Further Education” which indicated that 30% of Higher Education Institutions (HEI) had a formal course in enterprise and entrepreneurship and 60% had units in their courses. Which means that 90% have some element of formal enterprise and entrepreneurship education. The study also found that informal enterprise and entrepreneurship education provision was well established in HEI as over 60% of institutions offered practical learning. However, the study concluded that *while enterprise and entrepreneurship education appears to be strengthening it is not yet widely embedded in the full range of vocational learning...*

The UK institutions visited for this report confirm the DBIS statement that a majority of HEIs offer formal entrepreneurship education, well established practical learning, informal enterprise and entrepreneurship support. However, there were some disparities on the extent of provision due to the differences in the size and background of the institutions visited.

Despite the fact that UK government and QAA have widely disseminated the entrepreneurship and enterprise agenda. The entrepreneurship concept is still evolving and not always understood or

embraced, even by the student populace within the HEI context. For example, the exact meaning of the term “entrepreneurial mindset” was not always clearly defined in the discussions with the institutions visited.

The larger HEIs in the UK such as Oxford, Imperial College and Cambridge have a well- established start-up incubators, accelerators and entrepreneurship programmes which are often linked with their regional ecosystem of innovation research and knowledge transfer initiatives, science and technology parks, angel investors and venture capitalists. For example, Oxford University has links with the following:

**Isis Innovation** ([www.isi-innovation.com](http://www.isi-innovation.com)) works with University researchers on identifying, protecting and marketing technologies through licensing, spin-out company formation, consulting and material sales. It provides researchers with commercial advice, funds patent applications and legal costs, negotiates exploitation and spin-out company agreements, and identifies and manages consultancy opportunities. The Isis Software Incubator supports software start-ups and assists them trading without external investment. The key characteristics of candidates are: Oxford Input copyrighted IP; no external investment needed; entrepreneurs/founders have a connection with the University of Oxford. The Centre provides a structured programme of training and mentoring for the members of the Software Incubator.

**Oxford Science Park** ([www.oxfordsp.com](http://www.oxfordsp.com)) is a joint venture between Magdalen College and Prudential; it offers facilities and services for science and technology companies and other business occupiers.

Overall, the UK government has shown a strong commitment to start- up and enterprise support, for example **GOV.UK** ([www.gov.uk](http://www.gov.uk)) a successor of Business Link, provides information about starting up and running a business in the UK, including help with training, government funding and access to support from banks and trade associations.

#### 4 Local Visits: strengths and weaknesses, best practices, existing gaps

All the organisations in this study are HEIs which are incorporated as Companies Ltd by guarantee. They are not for profit and independent:

Name	<i>Oxford Launch Pad Said Business School , Oxford University</i>	<i>The Business School Portsmouth University</i>	<i>The Business School, Worcester University</i>
Equity	Not for profit/HEI	Not for profit/HEI	Not for profit/HEI
Type	Ltd	Ltd	Ltd
Offerings – Activities	<p>At Oxford Said Business School, entrepreneurship is at the core of what they do. From their MBA programmes, to their Entrepreneurship Centre, Oxford Launchpad, and the major conference; Silicon Valley Comes to Oxford, the University challenge traditional thinking and uncover unexpected business opportunities.</p> <p>The Entrepreneurship Centre is the gateway to the most entrepreneurial members and alumni of the University, and the over 2,000 high-tech companies in and around Oxford. Its programmes and activities combine research on, and practical teaching of, entrepreneurship to support entrepreneurs and high-growth companies.</p> <p>Since its launch in 2002, the Centre has successfully managed to become both a knowledge resource and training hub for entrepreneurially minded academics and students. Over 22,000 people have attended part of the Centre's programme.</p>	<p>Portsmouth's MSc in Innovation management and Entrepreneurship provides students with the knowledge and understanding to develop and launch new products and services, manage small enterprises and generate new ideas and opportunities. The course targets students who are seeking a career where innovation, entrepreneurship and creativity are defining key features. Roles such as these can be found in large organisations, in small to medium-sized enterprises (SMEs) and in start-up businesses.</p> <p>On the course you can students gain relevant skills such as business planning, developing and marketing new products and financial management. Students also benefit from the University's current research, consultancy projects, external guest speakers and live case studies.</p>	<p>The University of Worcester recently completed the purchase of a number of buildings – formerly owned by the City Council and situated a stone's throw from the Business School's City Campus base – which will now be renovated and will provide a home for budding entrepreneurs.</p> <p>Proposals for the new facility, which is also set to house the University's Language Centre and increased office space, include the creation of the University Centre for Entrepreneurship and Business Creation.</p>

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**Table 2:**

Name	<i>Cambridge Judge Business School, Cambridge</i>	<i>The Business School, Imperial College, London</i>	<i>The Business School, Kingston University</i>
<b>Equity</b>	Not for profit/HEI	Not for profit/HEI	Not for profit/HEI
<b>Type</b>	Ltd	Ltd	Ltd
<b>Offerings – Activities</b>	<p>The Postgraduate Diploma in Entrepreneurship is a unique qualification awarded by the University of Cambridge which transforms the entrepreneurial aspirations of ambitious individuals into real action and new enterprises.</p> <p>Highly practical, it enables entrepreneurs to nurture new ventures through an academically rigorous and directly relevant learning experience. It is delivered on a part-time basis and takes place over 12 months. The programme is delivered using a blended learning approach combining intensive residential sessions and collaborative online learning through a dedicated Virtual Learning Environment. All students are assessed through a variety of assignments throughout the programme.</p>	<p>The MSc in Innovation, Entrepreneurship and Management draws on the expertise of Imperial's management faculty as well as experts in innovation, entrepreneurship, technology and sustainability to provide a uniquely Imperial view of innovation and entrepreneurship.</p> <p>The programme is paperless and uses state of the art teaching methods in order to provide students with a rich and interactive learning experience. All course materials is delivered in electronic format and optimised for the device of the student's choice. Graduates of the programme could qualify for a Tier 1 Graduate Entrepreneur visa.</p>	<p>Kingston University's Global Entrepreneurship Development Centre (GEDC). The GEDC is a virtual global community on entrepreneurship research.</p> <p>It is the mission of the GEDC to raise levels of knowledge, theory and practice on entrepreneurship worldwide through the promotion of research activity worldwide.</p> <p>Members of the GEDC are involved in joint research programs, organising joint workshops and conferences, faculty exchanges and cooperation among students. This has led to educational program cooperation.</p>

## Strengths:

- All the UK institutions visited in this study namely, Imperial College London, Cambridge University, Oxford University, Portsmouth University, Kingston University and Worcester University provided start- up support to their students including those with an ICT background. Incubators, accelerators and entrepreneurship centres were present in all the institutions except Kingston which was in the process of setting up an incubator, but nonetheless supported students who wanted to start up a business. All institutions offered postgraduate courses in Entrepreneurship and Innovation at postgraduate levels either as a stand-alone course or as part of a postgraduate programme such as an MBA as in the case of Said Business School, Oxford University. The postgraduate courses on offer to all eligible students were often fee paying and run for one year as indicated above. The courses are delivered by academics, entrepreneurs and a mix of speakers. For example, at Portsmouth, students learn from their long history of expertise in *Innovation Management and Entrepreneurship* with the support of academics such as Professor Paul Trott.
- In addition to the formal postgraduate programmes, the entrepreneurship centres within the institutions provided free practical business support to all students at undergraduate and postgraduate levels including ICT background students. There was no differentiation between ICT background and other background students in the provision of entrepreneurship support in most cases. However, for Imperial College, around “50%” of the students had an ICT background and all of the institutions indicated that most of the startup businesses were related to the use of IT/Technology. For example, Worcester had a student who had set up an online legal services and both were using the business incubators in their respective Universities to grow their businesses.
- All the entrepreneurship centres at the institutions provided training, lectures, seminars, information about getting financial support and help with the preparation of business plans.



Most of the training courses and seminars were often offered free of charge to students and networking with entrepreneurs, experts and specialist encouraged through networking events.

- A key strength is that most of the entrepreneurship centers had events and meetings for students to meet with experts and specialist. Start-ups can meet consultants and talk about their specific business needs and in some cases even meet possible investors. For example, initiatives such as the *Silicon Valley Comes to Oxford* event allows Oxford's entrepreneurs to meet with Silicon Valley entrepreneurs and investors.
- All the universities organised networking events for student entrepreneurs to meet each other, exchange information and even build start up teams if they have similar business ideas. Students are also encouraged to participate in competitions.

## **Weaknesses**

- All the institutions visited provided academic and practical support for entrepreneurial activities. However, there is little evidence from these institutions to show the impact and contribution of their entrepreneurial activities on the wider UK economy. This is could be because more time is needed for there to be a demonstration of any significant impact. Also, most of these institutions did not have evidence of measurements put in place to demonstrate the direct impact of their entrepreneurial programmes.
- There was too much focus on the provision of group entrepreneurial activities and less on individual support. There was a lack of one to one entrepreneurship coaching support given to students on the postgraduate courses. However, the Cambridge Judge Business School postgraduate entrepreneurship course offers a mentor support to students since it is largely an on-line course with a three week residential at the start of the course.
- In the smaller entrepreneurship centres, there was not enough evidence of the financial investment given to start -ups by investors. However, rent free workspace was provided.
- All the institutions indicated that ICT background entrepreneurs sometimes found it hard to trust potential business partners with their ideas and as such would miss opportunities to

collaborate with other business students and even potential investors. Another concern was the fact that there was a lack of selling skills and weak communication skills amongst ICT background students. The centres tend to provide practical and conventional learning opportunities to deal with the challenges faced by the ICT students but solutions offered seem more convergent in nature. There was limited evidence of divergent solutions to adapt and deal with needs as they arise, even if not covered in the postgraduate curriculum. For example, limited evidence provided to show how ICT background students are helped to specifically build trust and develop their selling skills in their courses.

- Another weakness was the lack of extensive collaboration with other HEIs within the UK, however, Oxford, Cambridge and Imperial College did show some evidence of joint collaborative events. Worcester University would like to see for instance more knowledge sharing and collaborative events with neighboring Universities in the three counties of Gloucestershire, Hertfordshire and Worcestershire.

#### **Best practices:**

- All the organisations insisted on the importance of using practical events outside of the classroom to help students develop the entrepreneurial mindset. The use of the local ecosystem of established entrepreneurs, local enterprise partnerships, local banks and other networks within the local business community to provide practical support for start-ups were also evident and a good example of best practice.

#### **Existing gaps:**

- A key area that all institutions agreed could be improved was the need to teach ICT background entrepreneurs about selling skills. Also, all the institutions agreed that there was a need to encourage better collaborations with other departments within institutions to reduce “silo” mentality and also encourage collaboration with other institutions within the UK and in Europe as a whole. All institutions agreed women with ICT backgrounds needs to be encouraged and supported as they were often under represented as entrepreneurs.

## 5 EU visits: strengths and weaknesses, best practices, existing gaps

	Amsterdam Centre for Entrepreneurship	Erasmus Centre for Entrepreneurship
Offerings – Activities	<p>According to the Amsterdam Centre for Entrepreneurship (ACE) “It doesn’t matter if you are a student, researcher or entrepreneur. In this fast-paced and constantly changing knowledge-based society, entrepreneurship is a crucial factor for your professional success. With a broad <b>educational programme</b>, ACE works on the increasing entrepreneurial knowledge and skills. Furthermore, the relevance and applicability of our <b>research for entrepreneurship</b> contributes to the further development of the entrepreneurial climate.</p> <p>However <i>entrepreneurship</i> is not just limited to education. ACE is a breeding ground for science based start-ups (ACE Venture Lab), and features a Summer School, an Entrepreneurship Day and a student council (ACE Connect); with a wide range of relevant activities ACE <b>bring entrepreneurship into practice</b>.</p>	<p>The ECE Campus is home to more than 50 innovative companies and the stage for many entrepreneurship events. Furthermore, they built an infrastructure to foster ambitious entrepreneurship and empower a global community of 20.000 entrepreneurs who can solve worldwide challenges – creatively and effectively. It is also number 1 in the world for research into entrepreneurship</p> <p>Delivery is both face to face and online. The organisation also makes use of its extensive business mentor network, links with banks and academia.</p>

### Strengths:

- Excellent action learning provided in the courses and also practical business support through the business incubation by both institutions. ACE’s practical entrepreneurship “initiatives inspire, stimulate and raise the bar for students, researchers and entrepreneurs.” Both the

academic and practical support provided by the DIT postgraduate course and Hothouse facilities has led to a thriving and measurable entrepreneurial activity for ICT students.

- The EU institutions visited have specifically designed programmes for ICT students to meet their specific needs and prove to be quite successful in the outcomes demonstrated.

#### **Weaknesses:**

- Limited collaboration with other institutions in the UK to share best practices and limited partnerships.

#### **Best practices:**

- Evidence of strong one to one, targeted and practical support given to entrepreneurs with ICT, access to funding, and also on protecting their IP etc.

#### **Existing Gaps:**

- Lack of collaboration between EU institutions. Need to create a forum for more knowledge sharing at the EU level. There is a need for more one to one support given to ICT entrepreneurs due to their specific needs.

## **6 Suggestions on modules to be included in the SCIENT package**

The following are the most popular topics that all the institutions recommended should be covered:

- Entrepreneurial Mindset Development
- Selling Skills
- Identify enterprise opportunities
- IP Knowledge
- Innovation Management
- Legal Issues
- Commercialisation
- Softer skills: Communication/Working in Teams
- Lean Start-Up and Business Canvass Model

## **7 Perceptions of visiting organizations about the potential of our SCIENT package**

All the organisations visited are interested in the results of our studies especially in the structure of the new training package. They are willing to compare the results of the SCIENT project with their own delivery, they would like to see future opportunities for exchange of knowledge and collaboration.

## **8 Conclusions**

The feedback from all the institutions visited suggest that the best way to deliver the ICT programme is through learning by doing.

Programmes should be practical and modules should be kept short in their delivery. A mix of speakers is very important (academics, entrepreneurs, consultants). A mixture of different techniques is important (networking, seminars, intensive skills workshops) in the delivery of any training. Training should be flexible and adapt to the needs of those present in the particular cohort. . Include sales skills training in the module offerings. Practice-based-projects, company visits can be used as sources of inspiration. Mentoring from successful entrepreneurs definitely can help to help develop the entrepreneurial mindset as recommended by all the institutions visited in the UK.

## Annex I: Results from local/national visits

Section one: Your organisation						
<i>Q. Could you tell me a little about your organization, its nature, who works with it to deliver its offer and who its main clients are?</i>						
Name of company and contact information including email and website	<i>Imperial College, London</i>	<i>Cambridge Judge Business School, Cambridge</i>	<i>Saïd Business School, Oxford University</i>	<i>Portsmouth University</i>	<i>Worcester University</i>	<i>Kingston University</i>
<i>How the organization is funded: private/public split?</i>	Public	Public	Public	Public	Public	Public
<i>How the organization identifies itself: science/technology park, incubator, accelerator etc.?</i>	Business School with Entrepreneurship	Business School with Entrepreneurship	Business School with Entrepreneurship Centre	Business School with Entrepreneurship	Business School with Entrepreneurship	Business School with Entrepreneurship Research Centre
<i>Whether it works with higher education institutions (HEIs) and/or other 'partners'?</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>If it works with HEIs and other partners, in what way?</i>	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration	Collaboration
<i>Does it focus on working with specific client groups or particular</i>	No	No	No	No	No	No
<i>How many staff it has.</i>	All of the Business School	All of the Business School	All of the Business School	All of the Business School	All of the Business	All of the Business School

<i>Is the programme accredited? If yes please provide details?</i>	No	No	No	No	No	No
<i>Do you provide any support following the course – if so what?</i>	Yes through the Incubator/Accelerator/Entrepreneurship Centre	Yes through the Incubator/Accelerator/Entrepreneurship Centre	Yes through the Entrepreneurship Centre	Yes through the Incubator/Accelerator	Yes through the Incubator/Accelerator	Yes through the Incubator/Accelerator
<i>Is there a charge for the course? If so how much?</i>	Yes	Yes	No for registered students	Yes	Yes	Yes
<i>Who is the programme delivered by? E.g. academics, entrepreneurs, mix of speakers</i>	Academics, entrepreneurs	Academics, entrepreneurs	Academics, entrepreneurs	Academics, entrepreneurs	Academics, entrepreneurs	Academics, entrepreneurs
<i>Do you deliver to individual entrepreneurs? If yes do you encourage any collaboration with others?</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Is it possible to sit in on any delivery or have a copy of the programme material/outline to gain a more in-depth understanding of the training?</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Once a participant is accepted on your programme, do you offer him/her an amount of money for his/her living and subsistence costs?</i>	No	No	No	No	No	No

Section three: Demand						
<i>Tell me about the demand for your programme?</i>						
	<i>Imperial College, London</i>	<i>Cambridge Judge Business School, Cambridge</i>	<i>Saïd Business School, Oxford University</i>	<i>Portsmouth University</i>	<i>Worcester University</i>	<i>Kingston University</i>
<i>How many participants do you have per course?</i>	Not provided	Not provided	Not provided	Not provided	Not provided	Not provided
<i>Do ICT students/graduates participate in the entrepreneurship programmes that your organization implements?</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>If yes, what do you see as the special characteristics (or unique attributes) of these participants?</i>	Need to develop the entrepreneurial mindset	Need to use the Business School for support	Need to develop networking skills and interact with MBA	Move from idea/innovation to a profitable business	How to identify opportunities and turn their ideas/product into a business that is viable	Need for relevant practical support and the use of concepts and ideas that have practical application to them
<i>Do you require the entrepreneurs to complete any preparation before commencing the course?</i>	No	No	No	No	No	No
<i>Is there a selection process? If so please describe.</i>	Degree or equivalent qualification	Graduates with a minimum 2.1 or equivalent	Mainly for the MBA students, students in the University setting up a business and local entrepreneurs	Degree or equivalent qualification	Degree or equivalent qualification	Degree or equivalent qualification
<i>Is it open to others within or outside the EU?</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Have you made any changes in the curriculum of the courses? Why?</i>	Yes, to make it practical and focus on developing the entrepreneurial mindset	Yes, to make more easily accessible by changing it to a blended learning approach with more online content	Yes, to make more of a practical programme.	Yes, by developing the entrepreneurship and innovation MSc programme	No, currently planning to introduce postgraduate programme to entrepreneurship	Yes, introducing the new entrepreneurship and innovation MSc programme



<b>Section four: Successes</b>						
<b><i>What would you say have been your biggest successes to date?</i></b>						
	<i>Imperial College, London</i>	<i>Cambridge Judge Business School, Cambridge</i>	<i>Saïd Business School , Oxford University</i>	<i>Portsmouth University</i>	<i>Worcester University</i>	<i>Kingston University</i>
Of those that participate in the programme how many set up in business?	Most go on to work for other businesses	They are all entrepreneurs due the nature of the programme	They are all oxford postgraduates who hve start up or setting up a business	Most go on to work for other businesses	Most go on to work for other businesses	Most go on to work for other businesses
<i>What would you say makes you different from other offerings?</i>	Focus on using the ecosystem to develop the entrepreneurial mindset. A series of successful events to build awareness, enterprise ducation programmes and innitiatives using a portfolio of experts to support entrepreneurs.	Portfolio of flagship programmes such as the launch of the postgraduate diploma which the online nature of the programme. Participant jobs and exting ventures shown in our case studies.	The Oxford launchpad consisting od the Entrepreneurship Centre and Skoll Centre for Entrepreneurship. Innocative events such as Sillicon Valley Comes to Oxford	The Portsmouth Incubation Unit supports businesses at all stages. The award winning social enterprise toolkit has been creted for social enterprise starts ups and special support given to to ICT start ups hrough the Cell Block programme recently launched.	The Worcester Business School's Director of Business Development, The Business Incubator Unit nhas been created to provide a dynamic, nurturing environment which actively seek to support young entrepreneurs.	Leading Univesity for student start ups, entrepreneurship research centre is world class
<i>What do you feel are the top three qualities to make a successful entrepreneur?</i>	Having the entrepreneur mindset,	Being entrepreneurialy minded and developing soft skills is crucial	Developing the entrepreneurship mindset is key	Sales skills	Turn an idea into a viable business	Making the value roposition
<i>Do you believe that STEM PhD students/graduates are interested in participating in programmes that seek to stimulate their entrepreneurial mind-set?</i>	Yes and this is the focus of our programmes for entrepreneurs	Yes, most of our start ups have a STEM background	We would like to encourage more STEM background students to partipte in our programmes	Specialist support provided to meet individual and specific neds fo STEM background.	The Worcester Business School wuld like to encourage more STEM background students to use the facilities	Working in collaoration wih other Uniersity in Norway to provide specialist support to STEM background students with the innovative MSc in Entrepreneurship and Innovation.
<i>What other priorities do you believe they have that could be addressed through an educational programme?</i>	Identify enterprise opportunities, IP Knowledge and Innovation Management	How to recognise opportunities, commercialisation and communication skills especially in relation to team work	Venture funding opportunities, financial planning	Trust investors to enable idea/technology to be tried. Help with the protedtion of ides/technoogy required.		
<i>What special training needs do you believe STEM participants have that we need to pay particular attention to when designing our own educational programme?</i>	Teach them to collaborate with other business students to share knowledge	Encourage research and collaboration	Conferences and events that use the ecosystem of entrepreneurs			
<i>Based on your experience, which skills, or special knowledge, should we emphasize and seek to develop when creating our educational programme specifically for STEM PhD students/graduates?</i>	Identify enterprise opporunities, IP Knowledge, Innovation Management and Legal Knowledge	How to recognise opportunities, commercialisation and communication skills especially in relation to team work	Venture funding and support			

<b>Section six: Partnership</b>						
	<i>Imperial College, London</i>	<i>Cambridge Judge Business School, Cambridge</i>	<i>Saïd Business School, Oxford University</i>	<i>Portsmouth University</i>	<i>Worcester University</i>	<i>Kingston University</i>
<i>Do you currently work with any EU partners? – if so please provide info</i>	Yes	Yes	Yes	Yes	No	Yes
<i>Do you work with any partners outside of the EU? – if so please add details</i>	Yes	Yes	Yes	Yes	Yes	Yes
<i>Would your organization be interested in offering a pre-accelerator programme for STEM PhD participants once such an educational programme has been developed by our project team?</i>	Yes	Yes	Yes	Yes	Yes	Yes

<i>Imperial College, London</i>	<i>Cambridge Judge Business School, Cambridge</i>	<i>Saïd Business School, Oxford University</i>	<i>Portsmouth University</i>	<i>Worcester University</i>	<i>Kingston University</i>
Host of events such as Imperial Create Lab for ICT and STEM start-ups, Imperial Innovations which showcases start-ups and the Imperial Launchpad day delivered in collaboration with Oxford and Cambridge Universities	World class accelerator and very successful start-up as shown in their ventures case studies. Planning an expansion of the Business school in 2015 with a view to open in 2017	The Oxford Launch Pad has hosted exciting ventures such as Silicon Valley Comes to Oxford which is an event that bridges entrepreneurs, innovators and investors from Silicon Valley	The Portsmouth Business Incubator is a separate building on three floors providing support for undergraduate, graduate and local business start-ups. Workshops are held on a monthly basis to support entrepreneurs at the different stages.	Business Incubation facility is available for start-ups although this facility requires further support to encourage expansion	Planning to set up a business incubation unit. But the Global entrepreneurship research facility provides ground-breaking research on entrepreneurship.

## Annex II: Results from EU visits

<b>Section one: Organisation</b>		
<i>These questions will aim to capture some information about your organisation and key contact details.</i>		
Name of company and contact information including email and website	<i>Institution Nr. 1</i>	<i>Institution Nr. 2</i>
	Amsterdam Centre for Entrepreneurship	Erasmus Centre for Entrepreneurship
	<a href="http://www.ace-amsterdam.org/en/">http://www.ace-amsterdam.org/en/</a>	<a href="http://ece.nl/">http://ece.nl/</a>
	ace-feb@uva.nl	info@ece.nl

<b>Section two: Delivery</b>		
<b><i>These questions aim to understand the style, type and content of delivery. This will help inform our review of current EU</i></b>		
	<i>Amsterdam Centre for Entrepreneurship</i>	<i>Erasmus Centre for Entrepreneurship</i>
How is the course delivered online/face to face/combination or both/other.	Delivery is both face to face and online. The organisation also makes use of its extensive business mentor network	Delivery is both face to face and online. The organisation also makes use of its extensive business mentor network, links with banks and academia
What is the duration of the course and how frequently are they delivered?	Varies depending on course ranges from 1 week to a longer course of a year. Summer courses and taster days are also in place.	Ownership is placed on the entrepreneur. Courses are open ended, join anytime and some complete faster than others. Get started course is ten weeks.
How is the delivery structured e.g. number of hours per day	Intensive 4-8hrs per day	Online ownership on entrepreneur
Is the course accredited? If yes please provide details	No	No
Do you provide any support following the course – if so what?	Access to business mentors, incubation space and progression courses at the University. They also offer a growth programme business can access after boot	Access to business mentors, incubation space and progression courses at the University
Is there a charge for the course? If so how much?	Charges vary. Some funded by University and others are not.	250 euros for students (ex Vat) and 500 euro for non students (ex VAT)
Who is the course delivered by? E.g. academics,	Mix but mainly entrepreneurs	Mix but mainly entrepreneurs
Do you deliver to individual entrepreneurs? If yes do you encourage any collaboration with others?	Yes - mainly through start up competition events	
Is it possible to sit in on any delivery or have a copy of the training material /outline to gain more in-depth	Not at this stage.	Not at this stage.
Once a participant gets accepted in your course, do you offer him/her an amount of money for his/her living and	No	No

<b>Section three: Demand</b>		
<i>These questions aim to understand the currently</i>		
	<i>Amsterdam Centre for Entrepreneurship</i>	<i>Erasmus Centre for Entrepreneurship</i>
How many participants do you have per course?	Between 10 and 30	Between 10 and 40 worth noting that ECE is the largest expertise centre in entrepreneurship in Europe and has more than 4000 people joining its programmes every year
How many of those that participate are	Not aware they monitor	Around 75%
Do you require the entrepreneurs to complete any preparation before commencing the course?	No	No
Is there a selection process? If so please describe		<p>Yes . Selection criteria</p> <p>A committee of experienced entrepreneurs and investors will choose 10 teams. Our ideal applicants are expected to meet the following requirements:</p> <ol style="list-style-type: none"> <li>1.They are Master or PhD students, researchers, senior scientists or technology professionals</li> <li>2.Their team is curious, ambitious and passionate about the idea they pursue</li> <li>3.They have an innovative science or tech business concept/product in one of the following fields: <ul style="list-style-type: none"> <li>◦Advanced Instrumentation</li> <li>◦Advanced IT, Big Data, AI and Robotics</li> <li>◦Chemical &amp; Advanced Materials</li> <li>◦Medical &amp; Health Technology</li> <li>◦Clean &amp; Sustainable Technology</li> </ul> </li> <li>4.They are willing to set up their business in the Amsterdam region</li> <li>5.They have a potential for growth and ambition to scale up internationally</li> </ol>

<b>Section four: Successes</b>		
<b><i>These questions aim to capture the successful best practice of your organisation and share with our EU</i></b>		
	<i>Amsterdam Centre for Entrepreneurship</i>	<i>Erasmus Centre for Entrepreneurship</i>
What would you say have been your biggest successes to date?	58 companies created, 105 jobs and £1.4m in funds raised	The ECE Campus is home to more than 50 innovative companies and the stage for many entrepreneurship events. Furthermore, they built an infrastructure to foster ambitious entrepreneurship and empower a global community of 20.000 entrepreneurs who can solve worldwide challenges – creatively and effectively. It is also number 1 in the world for research into entrepreneurship
Of those that participate in the programme how many set up in business?	See figures above	
What would you say makes you different from other offerings?	Unique partnership	Academic and business blend
What do you feel are the top three qualities to make a successful entrepreneur?	Creativity, resilience, take on feedback	Resilience, innovative, people skills

<b>Section five: Improvements</b>		
<i>These questions aim to understand what could be improved to ensure entrepreneurship in EU increases</i>		
	<i>Amsterdam Centre for Entrepreneurship</i>	<i>Erasmus Centre for Entrepreneurship</i>
What improvements would you make to the service if there were no limits?	Improve single front door to business support the service is still too disjointed	Improve access to finance and provide seed funding
If the EU could do more to improve entrepreneurship what would this look like?	Greater movement and learning from EU areas that excel	Again access to finance and improve understanding of EU provision
What do you feel is the main barrier to entrepreneurship?	Ability to take risk	Finance

<b>Section six: Partnership</b>		
	<i>Amsterdam Centre for Entrepreneurship</i>	<i>Erasmus Centre for Entrepreneurship</i>
Do you currently work with any EU partners? - if so please provide info	no but welcome partners	No but would welcome partners
Do you work with any partners outside of the EU? - if so please add details	not at present	not at present

## Annex III Survey Results



ICTent  
Questionnaire findir



Erasmus+

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