

NORTHERN Regional College

College Entrepreneurship Hub Action Plan 2018-23



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Context

The six Northern Ireland Further Education (FE) colleges (collectively the FE sector) are Non- Departmental Public Bodies (NDPB) and a key delivery arm of the Department for the Economy (DfE). The FE sector is unique in that it has a dual mandate, taking a pivotal role in generating a strong and vibrant economy through the development of professional and technical skills, increasingly at higher levels, and by helping employers to innovate; and supporting social inclusion by providing those with low or no qualifications, or who have other barriers to learning, with the skills and qualifications needed to find employment and to become economically active.

It is vital that the Northern Ireland skills system supports economic growth that is socially inclusive and builds the skills base necessary to fulfil the Executive's draft Programme for Government (PfG)¹ aspirations.

The FE sector will support the 'New Decade, New Approach' deal which outlines a series of priorities and ambitions for a reformed Executive, including the development of "an enhanced approach to careers advice, curriculum, training and apprenticeships to enhance employability and support economic growth" and the development of "a regionally-balanced economy with opportunities for all." In addition, the sector plays a key role, along with other education and training providers, in helping to address the links between deprivation and lower educational outcomes. FE colleges continue to contribute to the development of a more joined up approach to education and training provision for 14–19-year-olds with the aim of enhancing the 14-19 education and training landscape so that our young people reach their potential and maximise their contribution to our economy and society.

The global pandemic, COVID-19, completely transformed the way we live, work, and learn. The FE sector digital platforms provide learners with a flexible delivery model taking into consideration the capacity and capability of the learner and the needs of the specific course. This flexibility will allow the sector to respond quickly to any future restrictions. The Northern Ireland Skills Barometer 2021² update provides a detailed understanding of the future skills needs and skills gaps by qualification level, subject area and sector for Northern Ireland covering the period up to 2030. This helps form the basis of future curriculum plans in the FE Sector.

Creating a dynamic ecosystem where Government, Industry and Education providers can work in partnership is a key priority. The FE sector will support delivery of the Department's 'Economic Recovery Action Plan' which sets out a range of actions to

¹ NIE Draft PfG (2021)

² NI Skills Barometer (2021)

kick-start economic recovery in Northern Ireland and build a more competitive, inclusive and green economy. It reflects the colleges' contribution to raising skills levels and increasing productivity of the future workforce and aligning study to the needs of the economy in supporting a highly skilled and agile workforce. This included the introduction of Skills for Life and Work and Traineeship programmes from September 2021, replacing Training for Success.

Following its policy commitment to develop college specialisms and regional capacity³ the Department for the Economy (DfE) invited the Further Education (FE) sector in 2018 to develop proposals to act as a sector lead in an area of specialism. Delivered through a regional hub the 'college has been the first point of contact for external stakeholders, building capacity and developing networks of experts across the regional colleges'⁴ The Entrepreneurship Hub has provided each College with the capacity to contribute to outcomes 1, 5, 6 and 12 of the Draft Programme for Government (PfG)⁵ by equipping young people and adult learners with improved entrepreneurial skills. DfE in response to the PfG produced Economy 2030 a draft industrial strategy for Northern Ireland⁶ which identified five priority pillars for growth:

1. Accelerating Innovation and Research
2. Enhancing Education, Skills, and Employability
3. Driving Inclusive, Sustainable Growth
4. Succeeding in Global Markets
5. Building the Best Economic Infrastructure

The key outworking of the Entrepreneurship Hub is its contribution to the enablers identified in pillar one and two, namely driving cultural change, strengthening the innovation entrepreneurship ecosystem, and ensuring we have the necessary skills pipeline to meet business needs now and in the future. In doing so this will impact 3,4 and 5 pillars.

In 2021, with the publication of 10X Vision document⁷, DfE outlined Northern Ireland's decade of Innovation encouraging greater collaboration and innovation to deliver a ten times better economy with benefits for all. To support this the Entrepreneurship Hub has therefore committed to focus on identified areas where Northern Ireland has: developed key strategic priorities as important drivers of competitiveness in the economies around the world. With priorities on technology, sector and cluster development which flow from the 10X objectives are highly innovative, in terms of R&D and innovation and include:

³ FE Means Success Policy Commitment 5 (Jan 2016)

⁴ FE Means Success College Specialism p32 (Jan 2016)

⁵ PfG Outcomes Framework (Draft) (Jan 2017)

⁶ DfE Economy 2030 A A consultation on an Industrial Strategy for Northern Ireland

⁷ DfE 10X Economy, Northern Ireland's decade of Innovation Vision (2021)

- Agri- tech
- Life and Health Sciences
- Advanced Manufacturing and Engineering
- Fintech/Financial services
- Software (including cyber)
- Screen Industries
- Low Carbon

In meeting the criteria for Hub status, Northern Regional College has committed to act as the central lead for Entrepreneurship (incorporating occupational areas of enterprise, entrepreneurship and business/leadership) 'and has linked with the other five regional colleges to draw in the teaching and curriculum excellence, sectoral knowledge and employer engagement to provide a consistent and high quality provision for learners and employers throughout Northern Ireland⁸, In keeping with the core principles set out in the Post 16 Skills Plan⁹, The College has committed to capturing the employer voice, delivering courses that meet national standards that are aspirational and attractive, and integrate college-based and employer-based learning. As the Entrepreneurship Hub lead, the College has adopted the following DfE objectives.

1. to provide curriculum advice and development in entrepreneurship.
2. to identify and develop continuing professional development in the field of entrepreneurship;
3. to increase entrepreneurial economic engagement;
4. to communicate the activities of the entrepreneurship hub; and
5. to provide stakeholders with future entrepreneurship scoping analysis.

The 10X Strategic Framework states "Northern Ireland's decade of innovation will encourage greater collaboration and innovation to deliver a ten times better economy with benefits for all our people. We will realise this ambition by focusing on innovation in areas where we have real strengths and making sure these gains mean something to all businesses, people, and places in Northern Ireland."

In terms of measuring success, 10X states 'While our vision strives for growth through innovation, we want this growth to mean something to everyone.' We need to capture how this growth improves the standard of living and well-being throughout society, and what impact economic growth has on our environment.

⁸ Hub delivery, DfE Letter (16 June 2017)

⁹ Dept Business Innovation & Skills and Dept for Education Post 16 Skills Plan p12 (2006)



(DfE 2021)

This is only the first stage in the journey and does not represent the total economic response. We need to plan for the future and set out an economic response that will work in lockstep with other strategies and policies within DfE on Skills, Tourism and Energy; the Executive's new Programme for Government and wider strategic responses to address social inequalities, infrastructure, and green growth.

The ambition in this vision is to drive economic growth through a focus on innovation delivering positive outcomes for all our people and will include:

- Better opportunities for young people
- More businesses' growing and expanding
- All people benefiting from improved economic prosperity
- A better overall quality of life
- Increased well-being
- A greener more sustainable economy
- Increased wages
- More people entering the labour market
- More job opportunities
- Opportunities to upskills/ reskills
- More entrepreneurs taking a chance and starting a business

DfE's vision for the future is centred on the decade of innovation ahead of us. Thinking about innovation as more than just technology includes process improvements, data and analytics, emerging technology, skills and talent, flexible delivery, new, more agile ways of working and, ultimately, more agile ways of thinking about business management and business growth.

The 10X Vision – Next Steps for implementation¹⁰ identifies three key objectives, namely,

- Innovation
- Inclusion
- Sustainability

On innovation the objective is for Northern Ireland to have a high performing economy driven by Innovation underpinned by high levels of collaboration across business, academia, government and civil society. To do this DfE will increase R&D expenditure by 55% by 2030.

The following will be contributing objectives on innovation:

- 450 additional R&D performing businesses in NI by 2030.
- 55% of NI businesses surveyed in Innovation Survey to be innovation active firms by 2030.
- 10% of NI businesses to be holders of an Innovation Accreditation by 2030.
- Increasing the proportion of individuals leaving Northern Ireland higher education institutions with first degrees and post-graduate qualifications in narrow STEM subjects.
 - Baseline: 24% in 2019/20 Target: 27% by 2029/30.

On inclusion the objective is to create opportunities for economic growth which are distributed across society to benefit everyone. To do this DfE will increase in Northern Ireland Household Disposable Income above the SAE average while maintaining NI as one of the top performing SAEs in relation to the Gini-coefficient (a measure of income equality).

- The following will be contributing objectives on inclusion:
 - Close the employment gap between:
 - males and females (currently 9 p.p.);
 - individuals with and without a disability (currently 44 p.p.); and
 - least deprived versus most deprived (currently 22 p.p.).
 - Increase the proportion of the working age population with qualifications at level 3 and above 1 from 57.2% (2020) to 70%-75% by 2030.

On sustainability the objective will be to achieve 80% electricity consumption from renewable sources by 2030 so that households and businesses have access to essential and affordable energy

There is currently only one contributing objective for sustainability:

¹⁰ DfE 10x Vision Next Steps for Implementation (2022)

- Double the size of NI's low carbon and renewable energy economy to more than £2bn turnover.

It is also anticipated that development of Northern Ireland's first Climate Action Plan will establish other actions and targets that the Department will need to factor into business planning. These will flow from the requirements of the Climate Change Act (Northern Ireland) 2022 and will focus on what needs to be achieved within the first carbon budget period of 2023-27 as well as looking out to 2030, 2040 and 2050.

Entrepreneurship in an FE Context

The terms Enterprise and Entrepreneurship are interchangeable within the educational context; however, a distinct difference can be drawn. The delivery of an enterprising curriculum benefits students by developing their inter-personal or transversal skills. 'It combines creativity, originality, initiative, idea generation, design thinking, problem solving, innovation, expression, communication and practical action.'⁸ To that end, all FE Colleges design, deliver and facilitate a broad range of innovative activities aimed at developing enterprise skills. For example, design work by creative media students for college productions and publications, motor vehicle trainees/apprentices involved in track car projects, childcare and business students planning and managing fundraising events for local businesses, local and regional charities as well as social enterprises.

Entrepreneurship on the other hand focuses on 'the application of enterprise behaviours, attributes, and competences into the creation of cultural, social, or economic value. This can, but does not exclusively, lead to new venture creation.' The ability to apply a range of enterprising skills to the act of creating, designing, and launching a new business venture is not limited to any particular sector¹¹.

Entrepreneurship applies to both individuals and groups (teams or organizations), and it refers to value creation in the private, public and third sectors, and in any hybrid combination of the three. All forms of entrepreneurship are embraced, and many new labels are evolving. For example, social entrepreneurship, green entrepreneurship, and digital entrepreneurship are relatively new areas of focus, and the sustainability education agenda¹² (see QAA and 8 HEA's Education for Sustainable Development (2021)) is reliant on the development and application of entrepreneurial competencies.

- Social entrepreneurship is where entrepreneurial ventures are driven by solving social or cultural issues, as opposed to financial gain or profit.
- Green entrepreneurship is where environmental problems are explored to result in a net positive impact on the natural environment using sustainable

¹¹ Enterprise and Entrepreneurship Education; Guidance for UK Higher Education Providers (QAA 2018)

¹² Advanced HE & QAA Education for Sustainable Development (2021)

processes.

- Digital entrepreneurship is where digital products and services that are created are marketed, delivered, and supported online.

There is also recognition that entrepreneurship is not just a '*strategic apex*' issue and employers seek '*Intrapreneurs who can apply the same enterprise behaviours, attributes and skills within existing enterprises.*'

Entrepreneurship also combines enterprise and leadership through which one person influences the behaviour or actions of other people. Therefore, in addition to the enterprising inter-personal skills, students require **access to services** that can help develop their enterprising idea, business knowledge and leadership skills. Activities include product development and testing; market research and analysis; feasibility studies; business finance & planning; pre-incubation services (hot-desking); access to business networks, role models, mentors; and start-up/innovation competitions. Colleges and other publicly funded bodies are currently delivering a range of programs to support entrepreneurial start-ups and innovation leading to business growth. These include:

- 'Connected' for FE/HE collaboration to solve industry problems
- 'InnovateUs' to increase innovation skills in SME/Microbusinesses
- Invest NI Innovation Vouchers
- Invest NI KTP
- Innovation Boost
- InterTrade Ireland Seedcorn competitions
- EU Key Action 2 Strategic Partnerships and Capacity Building Projects
- Interreg IV and V Projects Skill Up & Skill Focus
- Young Enterprise N.I. To develop the entrepreneurial mindset of student

While there are a variety of initiatives aimed at supporting students across the FE sector, the Entrepreneurship Hub recognises that the college sector is one component in the wider economic development '*ecosystem*' which includes programmes delivered by departments and organisations such as Department for the Economy (DfE), Department of Education (DE), Department of Agriculture, Environment and Rural Affairs (DAERA), Invest NI, Young Enterprise NI (YENI) and Local Enterprise Agencies (LEA), Councils, universities, private equity firms, business angels and banks. All of these entities have a continued role to play in nurturing and supporting entrepreneurial start-ups and associated leadership skills.

The Local Enterprise Agencies (LEA) network, led by Enterprise Northern Ireland (ENI), has for the past 40+ years been the main go-to agency for individuals seeking to start a business and during this period has supported hundreds of start-ups, mostly micro and many serving the local economy. As landlords of managed workspace, the LEA first priority is maintaining occupancy levels with viable businesses and perhaps focusing on growth less so. As a consequence, a small percentage of LEA tenants will have export/growth potential and enter the Invest NI pipeline. Science parks, on the other hand attract high growth potential start-ups and actively accelerate their passage with a different support package and attitude to the landlord/tenant relationship.

Other start-ups ignore these managed support arenas and go it alone, at least in the early stages. Some will, if found, seek help to grow their business and may use many other forms of developing social capital (networking events) and raising capital (friends and family).

The introduction of apprentices/HLAs/FE/HE and part-time students into the start-up pipeline is a current avenue for exploration. It is the view of the Entrepreneurship Hub that all student groups can untap entrepreneurial potential and its role is to harness this potential and increase the number of nascent entrepreneurs into LEA's, Science Parks, private industry/commerce, and other growth channels now and in the future. The Entrepreneurship Hub seeks to develop enterprise skills through transversal skills development, effectively integrated within main study programmes.

A recent significant change in the local economic development ecosystem was the transfer of Invest NI's local economic development role to Councils. Within this transfer the LEA network remains a key delivery agent for the Go-for-it Start a business programme. The partnership between Councils and ENI/LEAs is the driving force behind new and emerging local economic development strategies. For example, Mid & East Antrim Borough Council launched Amplify¹³ with '*Growing the Economy*' as its number one strategic priority within which the Go-for-it Start a business programme is delivered. Nascent entrepreneurs are provided with tailored guidance by experienced LEA Business Advisers and business planning is developed through the use of Invest NI's - online portal - www.nibusinessinfo.co.uk.

Research¹⁴ conducted by Northern Regional College as part of the Erasmus+ 'Enterprise is VITAL' project indicated that one in three students would consider self-employment as a career option within three years of completing their studies. A key outcome for the Entrepreneurship Hub has been to develop connections and progressive pathways with Councils and relevant stakeholders, and in doing so promoting the FE sector's unique role in facilitating this valuable pipeline of nascent

¹³ Mid & East Antrim Council Integrated Economic Development Strategy (2018-2030)

¹⁴ Enterprise is Vital, Erasmus + Strategic Partnership (2016)

entrepreneurs achieving their career aspirations.

Furthermore, between 2019 - 2021 South Eastern Regional College (SERC) completed a study on Project-Based Learning (PBL) and Transversal Skills (T-Skills) through Stramillis University College¹⁵. The aim of the study was to investigate the impact of PBL and the development of students' T-Skills at SERC from a staff and student perspective.

Student survey results demonstrated significantly positive benefit attributed directly to their PBL experience across every category of transversal skills. The survey showed that as a direct result of the PBL experience, 19% of students intended to start a business. This compares to the average rate for total early-stage entrepreneurship of 6.5% in Northern Ireland, 9.1% in England, 6.3% in Wales and 6.7% in Scotland (Hart *et al.*, 2017).

Staff survey results showed significantly increased enjoyment of teaching and improved efficacy of student learning. Staff considered PBL experiences to be very strongly supportive of transversal skill development and affirmed that transversal skills were more valuable for some real-world applications than traditional classroom practice.

Entrepreneurship Qualifications and Pathways

FE colleges currently offer a number of pathways for the development of Entrepreneurship skills. Skills development is via the qualifications and other routes as noted below.

1. A unit /module embedded within an existing qualification (Level 3 Business Studies unit 'Start a Small Business' or BSc Business Studies module in Leadership and Change).
2. A separate or additional qualification (OCN Level 2 Certificate in Enterprise or equivalent and/or /ILM level 3 Leadership or ILM Enterprise Level 2 or 3).
3. Part of a qualification through case studies, assignment, and projects (e.g., International Skills Partnership project with TVET college in South Africa combining Tourism and Business in developing an international business).
4. Experience and competencies building without official accreditation (business planning competitions, guest speakers, international mobility projects etc).

The following qualifications that have been developed by the Entrepreneurship Hub since 2020 include the following:

¹⁵ Stranmillis University College (2022) Evaluation Report of Project-Based Learning at SERC

- L2 Enterprise and Innovation in Practice
- L3 Business Development (Entrepreneurship)
- L4 Enterprise and Innovation in Practice

Continuous Professional Development (CPD)

To ensure that staff have the requisite knowledge and skills to successfully deliver an enterprising curriculum that can lead to the development of entrepreneurship attributes amongst students, there will be a need for staff to be up-skilled and for suitable CPD resources to be identified and developed through the Entrepreneurship Hub. To support this the Entrepreneurship Hub will work in collaboration to establish best practice and update staff CPD on a regular basis.

Research¹⁶ conducted by the College as part of the Erasmus+ Enterprise is VITAL project, proposes that CPD yields better outcomes if content is tailored to specialist areas. In many cases, Business Studies staff and students understand and can apply businesses processes but lack innovation, creativity, and problem-solving skills. Staff and students in other disciplines such as Digital Media, Engineering and Performing Arts may have these entrepreneurship skills but lack business competencies and experience and are unsure how to access social capital via relevant networks. The potential gap in a lecturer's skill set, either way, may lead to lower levels of total entrepreneurial activity. The Entrepreneurship Hub will lead on developing relevant CPD to bridge the gap across the FE sector by signposting and accessing relevant networks and professional bodies such as Enterprise Education UK (EEUK), Advanced HE and the Organisation for Economic Co-operation and Development (OECD) which provide subject-specific resources for enterprise & entrepreneurship education. Local Enterprise Agency's (LEA's) also develop their staff, and most are recognised by professional bodies such as Institute of Business Advisers or Institute of Small Business and Entrepreneurship

High Level Actions completed up to December 2022

The Entrepreneurship Hub- has raised standards in enterprise, entrepreneurship, business, and leadership. The Hub has achieved this by drawing on international best practice and embedding digital learning to enable students and staff to build entrepreneurial leadership competencies required to be successful citizens, employees and employers contributing to DfE's policy commitment in rebalancing the Northern Ireland economy¹⁷. In the first year, the Entrepreneurship Hub completed the following high-level actions: -

1. Established the FE **Entrepreneurship Hub Forum (EHF)** since 2019.

¹⁶ Enterprise is Vital, Erasmus + Strategic Partnership (2016)

¹⁷ FE Means Success Policy Commitment (Jan 2016)

2. Mapped curriculum delivery in **Entrepreneurship** across the sector.
3. Led the review of professional competencies required to develop Entrepreneurship courses and services across the sector.
4. Established an **Entrepreneurship Hub** Industry Links group (stakeholders and employers (HIL) in 2019.
5. Promoted **Entrepreneurship** through the Let's do Business brand.

The Way Forward January 2023-25

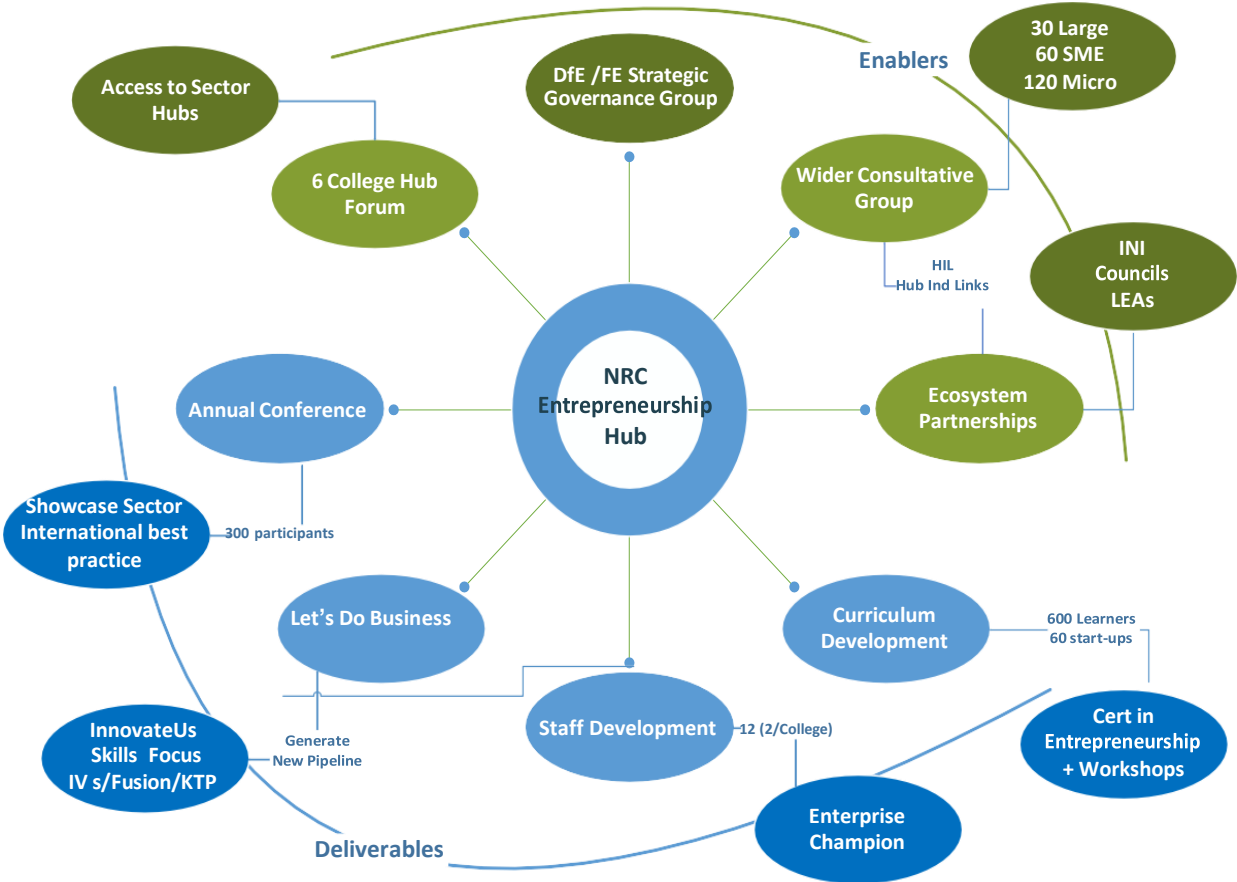
Following on the good practice that has been achieved in the Entrepreneurship Hub Forum, the way forward in the next 3 years will very much focus on driving consistency in the embedding of entrepreneurship activity across all 6 Colleges. As noted in the original Action Plan all actions have been achieved to some extent across the 6 Colleges, however, are not fully implemented in each College to their maximum capacity and therefore there is a need for further collaboration and focused on consistency.

Engagement Strategy

Northern Regional College is committed to the principle of collaboration and sharing best practice, locally nationally and internationally. A key component of this engagement strategy is collaborating with and seeking input from the other Curriculum Hubs in the sector. The six college **Entrepreneurship Hub Forum** (EHF) will be the conduit for this collaboration ensuring sector-wide commitment and full transparency. The forum has representatives from each of the five other further education colleges. An Entrepreneurship Hub Wider Consultative Group (ECG) of employers will provide a business perspective and the Entrepreneurship Ecosystem Partnership (EEP) will provide networked support. The College as Entrepreneurship Hub lead is committed to sharing this Hub Action Plan at the earliest opportunity. The Action Plan will:

- Align entrepreneurship activity in the sector with the 10X Vision Next Steps Implementation Plan and develop SMART objectives with actions linked directly to the DfE Hub objectives.
- Recognise the importance of this collaboration including input from DfE, Sectoral Partnerships, college sector and Entrepreneurship Ecosystem stakeholders to increase staff professionalism and bring about change in curriculum that meets the needs of a modern economy.

NRC Entrepreneurship Model



Implementation Strategy

Curriculum Hub College Group

A key aspect of the management and delivery of the Entrepreneurship Hub is its location within the lead college organisational structure. NRC proposes management support for delivery of the Entrepreneurship Hub Action Plan as follows:

VP T&L = Vice Principal Teaching and Learning, overall responsibility for the delivery of the Entrepreneurship Hub and primary point of contact for DfE's governance and reporting arrangements.

PL Entrepreneurship and Innovation = Principal Lecturer, responsible for the development of entrepreneurship focused curricula and accreditation of entrepreneurship qualifications, lead the sector hub in delivery of the plan through collaboration with the focus on development of an entrepreneurial culture/mindset across staff and students.

Entrepreneurship Hub - Reporting lines from hub members to Curriculum directors - see Annex D

Communication Protocols

Northern Regional College (NRC) as the lead for Entrepreneurship Hub will act as the primary point of contact for DfE, Government Departments and all stakeholders including other designated Hubs as follows:

College	Designated Hub Area
BMC	Digital IT, Hospitality & Tourism
NRC	Entrepreneurship
NWRC	Health & Social Care
SERC	Construction
SRC	Life Sciences
SWC	Engineering & Advanced Manufacturing

The college will implement a communication strategy to support the delivery of the Entrepreneurship Hub Action Plan DfE guidance including membership and frequency of meetings and reporting mechanisms in line with this Entrepreneurship Hub Action Plan. The Entrepreneurship Hub is committed to supporting the actions of relevant Sectoral Partnerships and will maintain an active role as directed.

The college will engage with DfE and all designated Hubs on the development of a Sectoral VLE.

Entrepreneurship Hub Action Plan 2018-23

Objective 1: to provide curriculum advice and development in entrepreneurship

Pillars for Growth:	Technology Sector and Cluster Areas
<ol style="list-style-type: none"> 1. Accelerating Innovation and Research 2. Enhancing Education Skills and Employability 3. Driving Inclusive, Sustainable Growth 4. Succeeding in Global Markets 5. Building the Best Economic Infrastructure 	<ol style="list-style-type: none"> 1. Agri- Tech 2. Life and Health Sciences 3. Advanced Manufacturing and Engineering 4. Fintech/Financial Services 5. Software (Including cyber) 6. Screen Industries 7. Low Carbon

	Actions	Intended Impact/Outcome	When	Who	Revised date	Rationale
1.2	Review membership of the Entrepreneurship Hub Forum to ensure strategic decision makers from each College are in attendance	<p>Decisions can be made in the Hub meetings in a timely manner.</p> <p>Outcome - This will allow for Entrepreneurship Education to meet Innovation, Inclusion and Sustainability (As per 10X) objectives consistently across the Hub.</p>	March 2023	EHF		Ensure there is a collaborative approach to Entrepreneurship education across all Colleges consistently
1.3	Develop a suite of qualifications at Level 2-5 that reflect entrepreneurship in the student curriculum and that each College can deliver those most relevant to their curriculum offering_	<p>Progression pathways on enhancing entrepreneurial skills for students (P1)</p> <p>Outcome – Enterprise qualifications at level 2 –5 available in all colleges Learners will develop skills and capabilities to be entrepreneurs</p>	Jan 23	EHF	Sept 24	To embed entrepreneurship education into the curriculum and develop the mindset and skills of our students to start up their own business

1.4	Inform the development of the NI Entrepreneurship Strategy with specific reference to educational outcomes. (Com1)	Use the outcome of the NI Entrepreneurship Strategy to influence educational entrepreneurial activity. Outcome – A consistent approach to reporting and monitoring Entrepreneurship Educational outcomes in terms of enrolments, retention, achievement across the Entrepreneurship Hub.		NRC lead EHF	Hub	Feb 23 – Feb 24	More effective collaboration with relevant DfE Departments
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Key:

EHF	Entrepreneurship Hub Forum
HIL	Hub Industry Links (stakeholder partners and employers)
IWG	FE Sector International Working Group

Objective 2: to identify and develop continuing professional development in the field of entrepreneurship

Pillars for Growth:	Technology, Sector and Cluster Areas
<ol style="list-style-type: none"> 1. Accelerating Innovation and Research 2. Enhancing Education Skills and Employability 3. Driving Inclusive, Sustainable Growth 4. Succeeding in Global Markets 5. Building the Best Economic Infrastructure 	<ol style="list-style-type: none"> 1. 1 Agri- Tech 2. 2.Life and Health Sciences 3. Advanced Manufacturing and Engineering 4. 4.Fintech/Financial Services 5. Software (Including cyber) 6. Screen Industries 7. 7.Low Carbon

Actions	Intended Impact/Outcome	When	Who	Revised Date	Rationale
2.1 Each College to complete a baseline skills audit to provide assurance that we have the skills set and resources required to deliver entrepreneurial qualifications to students	Outcome - Base line skills audit to be completed by all Colleges	March 23	EHF		To establish existing skills and resources in place across

		Each College will deliver on targets in relation to Entrepreneurship				the EHF and bridge the gaps where required
2.2	Establish an Entrepreneur in Residence in each College.	Each College will have an external resource for supporting the development of entrepreneurial mindset for students.	Sept 23	EHF+ Human Resources		Assist with developing entrepreneurial mindset of students
2.3	Review the impact of the Entrepreneur in Residence	Outcome - Clear evidence of the impact of the EIR in each College that aligns with the NI Entrepreneurship Strategy.		EHF	Sept 24	To determine if EIR encourages students to become an entrepreneur and consider their own start-up Real life guidance and act as a mentor

Objective 3: to increase entrepreneurial economic engagement

Pillars for Growth:	Technology, Sector and Cluster Areas
<ol style="list-style-type: none"> 1. Accelerating Innovation and Research 2. Enhancing Education Skills and Employability 3. Driving Inclusive, Sustainable Growth 4. Succeeding in Global Markets 5. Building the Best Economic Infrastructure 	<ol style="list-style-type: none"> 1. Agri- Tech 2. Life and Health Sciences 3. Advanced Manufacturing and Engineering 4. Fintech/Financial Services 5. Software (Including cyber) 6. Screen Industries 7. Low Carbon

Actions	Intended Impact/Outcome	When	Who	Revised Date	Rationale
3.1	<p>Establish Hub Industry Links (HIL) of representative stakeholders and employers utilising current CRM data (EE1) (Com1)</p> <p>Outcome – Providing support and signposting by communicating HIL findings and form relationships with other hubs. (EE2) (Com1)</p>		<p>NRC Hub lead EHF</p> <p>Business development in each College to embed and action</p>	Jan 23	To develop strong industry links and establish a collaborative approach to the development of entrepreneurship education

3.2	<p>Embed a schedule of sector specific guest speakers in each College from induction and throughout the academic year that will act as role models to support entrepreneurship in action.</p> <p>To include best practice initiatives to stimulate entrepreneurship across the FE sector</p>	<p>Outcome —To enrich the curriculum and raise the aspirations of all learners to consider self-employment as a career option (C2) (P1) (EE2)</p> <p>Outcome – Pool of 300 entrepreneurs (50 per college) supporting the start-up of 60 enterprises annually. (P1) (EE2)</p>		EHF	Sept 23	To enrich entrepreneurship educational activities across the curriculum and the FE sector
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3.3	Each college to develop 'Enterprise Zones' for use by students and local industry partners to support the building of Best Economic Infrastructure (F1) (Com1)	<p>Increased entrepreneurial activity amongst students</p> <p>Dedicated workshop space for businesses to develop entrepreneurial skills for students</p> <p>Produce a sector wide business case for rollout of Enterprise Zones during year three-five (F1) (Com1)</p>		<p>NRC Hub lead EHF</p> <p>EHF</p>	<p>Not required</p> <p>Sept 23</p>	To further develop entrepreneurial skills support for all students
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Objective 4: to communicate the activities of the entrepreneurship hub

Pillars for Growth:		Technology, Sector and Cluster Areas				
<ol style="list-style-type: none"> 1. Accelerating Innovation and Research 2. Enhancing Education Skills and Employability 3. Driving Inclusive, Sustainable Growth 4. Succeeding in Global Markets 5. Building the Best Economic Infrastructure 		<ol style="list-style-type: none"> 1. Agri- Tech 2. Life and Health Sciences 3. Advanced Manufacturing and Engineering 4. Fintech/Financial Services 5. Software (Including cyber) 6. Screen Industries 7. Low Carbon 				
6.						
Actions	Intended Impact/Outcome		When	Who	Revised Date	Rationale
4.2	Further develop and refine the college sector annual Entrepreneurship Awards competition	<p>Raise the visibility of FE Sector entrepreneurship support for learners and businesses (Com1) (P1) (F1)</p> <p>Outcome - Awards framework adopted by the sector.</p> <p>Six category winners profiled at annual Entrepreneurship Conference. Pipeline for Start-up programmes and other national award competitions (Com1) (P1) (F1)</p>		EHF & Marketing Departments	Feb 24	<p>Reward students for entrepreneurship in practice and achievement of those skills developed</p> <p>Further development of entrepreneurial skills and increase in start ups</p>
4.3	<p>Host an annual Entrepreneurship conference</p> <ul style="list-style-type: none"> ▪ Entrepreneurship case studies ▪ International speakers ▪ Entrepreneurship competition winners <p>(Com1 and 2) (F1) (EE2)</p>	<p>Focal point for all entrepreneurial activity</p> <p>Outcome – Entrepreneurship conference showcasing how FE sector is driving the entrepreneurship agenda (Com1 and 2) (F1) (EE2)</p>		EHF & NRC marketing department and Business Engagement	Nov 23	Showcase entrepreneurial education and share best practice

Annex A Matrix descriptor

Annex A ref	Ref	Annex A descriptor
Curriculum	C1	The Hub will review the curriculum offering in conjunction with other colleges to ensure its continued relevance to business and industry.
	C2	The Hub will lead all developments of new curriculum opportunities in conjunction with the other colleges
Progression	P1	The curriculum review function should ensure that there are clear progression pathways for provision from level 2- 5
	P2	The Hub will be expected to work with other colleges to review the current range of Foundation degrees (including mainstream and higher apprenticeships) used within the designated sector to rationalise and move, where possible, to the use of a single qualification across the six colleges
Digital utilisation	D1	Support the development of shared curriculum materials (all levels) for use across colleges
	D2	Uploading and maintaining curriculum on the existing virtual learning environment (VLE) platform
	D3	Supporting enhanced blended learning
Continuing Professional Development	CPD1	Developing CPD to ensure the curriculum is delivered by appropriately qualified staff
	CPD2	Providing a sectoral CPD programme
	CPD3	Maintaining curriculum CPD on the VLE platform
Economic Engagement	EE1	Analysing the CRM System
	EE2	Considering the Curriculum Hub as a co-ordinator of specialist providers for firms across the sectors directing companies to an appropriate provider
Sectoral Partnership	SP1	Maintain secretariat responsibilities
Communication	Com1	Be the primary point of contact for DfE, government Departments and other public bodies for inward investment, up-skilling and skills development initiatives
	Com2	Using the imminent further education brand for marketing purposes and emerging International Strategy
Future scoping	F1	Future proofing curriculum provision
	F2	Staff CPD requirements to deliver future provision

Annex B Completed Actions

Actions	Intended Impact/Outcome	When	Who	Revised date	Rationale
1.1 Establish a six college Entrepreneurship Hub Forum (EHF) with key entrepreneurship focused representatives from each College. (C1) (Com1) Identify where and how Entrepreneurship is taught and experienced across the sector (C1)	A sector representative group able to lead, gather, analyse data, and make recommendations on the way forward. (C1) (Com1) Outcome - Produce an annual operational plan and Map of sector entrepreneurship curricula (C1)	Short term Feb 19 - Aug 19 Complete	NRC Hub lead EHF Support	Not required	
4.1 Promote Entrepreneurship through the Let's do business brand (Com1 and Com2) Liaise with DfE, College Hubs and sectoral partnerships to ensure sharing of ideas and communication of progress to date (Com1) (SP1)	To collectively showcase sector role in addressing key objectives and sector priorities. Outcome The Let's do Business Entrepreneurship Hub Action plan consulted on and published (Com2) (SP1)	Short term Feb 19 - Aug 19	NRC Hub lead EHF/HIL and other hub leads	Feb 19 - Aug 20 Complete	Original date not achievable due to Hub only commencing in April 19.

Annex C Paused Activity

Objective 5: to provide stakeholders with future entrepreneurship scoping analysis

Pillars for Growth:	Technology, Sector and Cluster Areas
<ol style="list-style-type: none"> 1. Accelerating Innovation and Research 2. Enhancing Education Skills and Employability 3. Driving Inclusive, Sustainable Growth 4. Succeeding in Global Markets 5. Building the Best Economic Infrastructure 	<ol style="list-style-type: none"> 1. Agri-Tech 2. Life and Health Sciences 3. Advanced Manufacturing and Engineering 4. Fintech/Financial Services 5. Software (Including cyber) 6. Screen Industries 7. Low Carbon

	Actions	Intended Impact/Outcome	When	Who	Revised Date	Rationale
5.1	<p>Identify international partners who can support the development of an internationalised Entrepreneurship curriculum in Northern Ireland</p> <p>Literature review in line with the current DfE Entrepreneurship Strategy (10x and Skills Barometer) and best practice benchmark visits (C2) (P1) (Com1) (F1)</p>	<p>Introduction of international best practice in the delivery and assessment and accreditation of entrepreneurship</p> <p>Outcome – Report and recommendations on the future direction of entrepreneurship education and associated programmes (C2) (P1) (Com1) (F1)</p>	Short- Med term	NRC Hub lead EHF/HIL with input from sector IWG	Sept 23	Not achievable due to deep revision of action plan
5.2	<p>Promote best practice in the field of entrepreneurship and raising awareness of the sector entrepreneurial journey. (C2) (P1) (Com1) (F1)</p>	<p>Sector approach and increased participation in international projects</p> <p>Outcome - Additional EU and other related projects with entrepreneurship focus (C2) (P1) (Com1) (F1)</p>	Short-Med term	NRC Hub lead EHF/HIL with input from sector IWG	Jan 24	Not achievable due to deep revision of action plan
5.3	<p>Develop a TEA Matrix and produce annual report to track entrepreneurial activity within the sector via sectoral EEWG</p>	<p>Provide evidence of distance travelled in delivering an entrepreneurship agenda.</p>	Med-long term	NRC Hub lead EHF/HIL	Jan 24	Not achievable due to deep

	(Com1 and Com2) (F1)	Outcome – Sector wide Published TEA survey report and findings. (Com1 and Com2) (F1)		with input from sector IWG		revision of action plan
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Entrepreneurship Hub – reporting lines from hub members to Curriculum Directors - Annex D

College	Hub Members	Reports to	Reports to	Reports to
NRC (Lead)	Joanne McCourt Hub Manager and PL Entrepreneurship & Innovation Cheryl Lane Business Development Manager* Caroline McVey Childcare Lecturer**	Dr Laura Monteith Head of T&L Excellence	Christine Brown VP Teaching & Learning	
SRC	Lynne Ervine PBL & TEL Manager	Chris Evans Head of Quality and Pedagogy	Carolyn Davison Assistant Director Quality & Higher Education	Libby Shackles Curriculum Director
NWRC	Annette Smith PBL Co-ordinator Peter Wisener DHOD Business and Professional Services	Kathleen McCaul Head of Department, Business and Professional Services	Dr Catherine O'Mullan Director of Curriculum & Academic Standards	
Belfast Met	Heather Houston Enterprise Lead Heather Hedley Curriculum Area Manager Business and Services	Fiona Dempsey Head of Department, Belfast Business School	Michelle Devlin AVP Curriculum	Joy Kettle Curriculum Director
SERC	Aurla McLaughlin Head of School for Performing & Creative Arts, Hair & Beauty and Enterprise and Entrepreneurship*** Lizzie Buick Deputy Head of Enterprise and Entrepreneurship Michael Holmes Deputy Head of Enterprise and Entrepreneurship Natasha Lloyd Innovation Advisor	Aurla McLaughlin Head of School for Performing & Creative Arts, Hair & Beauty and Enterprise and Entrepreneurship**	Michael Malone Director of Curriculum	
SWC	Siobhan Breen Deputy Head of School Gemma Dunne PBL Coordinator	Dermot Kennedy Head of School Business Management	Head of Faculty Professional & Social Sciences	Padraig McNamee Curriculum Director

*In attendance as Economic Engagement Advisory Group (EEAG) representative

** In attendance as the NRC World Skills Educator**

*** In attendance as FE REAP lead

Document History

Version no. under review (Please see page 2)	Date of review: (Date)	Who was involved in reviewing the document? (Name/s)	Were changes made to the document after reviewing? (Yes or No)	If changes have been made, please provide brief details:	New Version No.
1	25/08/2020	Anne Morrison/Irvine Abraham	YES	The Action Plan was updated to show revised dates for Outcomes due to the Covid 19 situation and to make dates more achievable	1
2	15/09/2022	Anne Morrison	YES	The Action Plan was refreshed to show revised dates and to make dates more achievable.	2
3	January 2023	Joanne McCourt	YES	The action plan was updated and reviewed to align entrepreneurship to DfE Objectives including revised dates throughout. As the new Hub Manager taking up post in November, will work with DfE ref Entrepreneurship Strategy	3