INSTITUTE OF ENTERPRISE
AND ENTREPRENEURS

GUIDE TO THE ENTERPRISE STANDARDS

POWERED BY
SFEDI® GROUP

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Apprenticemakers
Sharing experiences to build better businesses

Here are the facts...

- Small businesses, those with less than 50 employees, accounted for 99.3% of all private sector businesses at the start of 2015 and 99.9% were small or medium-sized (SMEs).
- Total employment in SMEs, those with less than 250 employees, was 15.6 million; 60% of all private sector employment in the UK.
- The combined annual turnover of SMEs was £1.8 trillion, 47% of all private sector turnover in the UK.
- In 2015, there were 1.3 million employing businesses and 4.1 million non-employing businesses. Therefore, 76% of businesses were self-employed.

We at the SFEDI Group are focused on raising the quality of enterprise learning and skills to not only help new businesses to start but to also help this 99.9% to continue to survive and thrive.

We work with government departments and agencies, banks, large corporates and professional support organisations to develop occupational and organisational standards which provide the framework for enterprise and entrepreneurial learning and accreditation across the UK and beyond.

This year is particularly special to us as we celebrate 20 successful years of SFEDI.

Contents

5 **What are National Occupational Standards?**
5 Who develops them?
5 Structure of the standards

6 **Functional Mapping**

7 **National Occupational Standards for Business Enterprise**
7 Setting the Scene
8 Key Purpose
8 Key Areas

10 **National Occupational Standards Development for Enterprise**
10 Setting the Scene
11 Key Purpose
11 Key Areas
13 Enterprise Skills - Functional Map
13 Coverage

14 **National Occupational Standards for Business and Enterprise Support**
14 Setting the Scene
15 Key Purpose
15 Key Areas

17 **National Occupational Standards for Enterprise and Entrepreneurship Educators**
17 Setting the Scene
19 Key Purpose
19 Key Areas

22 **Acknowledgements**

What are National Occupational Standards?

National Occupational Standards (NOS) specify UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. NOS, which are approved by UK government regulators, are available for almost every role in every sector in the UK.

Initially the standards were used as the basis for qualifications however much wider uses for the standards are emerging and in the context of enterprise, entrepreneurship and enterprise support.

Who develops them?

As the Sector Skills Body for Enterprise and Enterprise Support, SFEDI has responsibility for developing NOS for the enterprise and enterprise support sector. We work collaboratively with the relevant stakeholders, practitioners and experts to research and write the competences. This work is usually carried out as a project with a Steering Group, Working Group and Project Executive Group in place to support progress.

NOS have been agreed through this process and have to meet the quality criteria set down by UKCES, who are responsible for the approval of all NOS.

Structure of the standards

National Occupational Standards are organised into units of competence. Each 'unit' describes an area of work, with the activities separated out into 'elements' with associated performance criteria' and 'knowledge and understanding'.

Functional Mapping

A functional map is a structured way of describing the functions carried out by individuals in specific occupational areas, defined here as business and enterprise support. It describes these functions in general terms to gain a picture of the type of work that is carried out by individuals. A functional map is the starting point for developing National Occupational Standards and is the accepted approach of the regulatory bodies as the basis of this type of development work. It covers the functions, not job roles, and should be appropriate to people working and managing in organisations of all sizes. As a result, there will be a level of general detail to a functional map.

A functional map begins by defining a **key purpose** (a concise phrase which describes the mission or key purpose towards which individuals in the occupational area are working) for a particular 'occupation'. The key purpose is developed through discussion and consultation with practitioners and experts from the sector.

The key purpose is then broken down into key areas and **key functions**, and sometimes sub-functions until the map arrives at all functions that are carried out by individuals. Therefore, a functional map lists the broad areas of work that are carried out by individuals in the 'occupational' area and as such provides the starting point for developing a suite of NOS and for identifying gaps in existing suites of standards.

National Occupational Standards explain what someone needs to know, do and understand to do work in a sector or industry – at every level. They provide a valuable resource to businesses and organisations in an industry because they provide coherent and consistent terms of reference for job roles and contain insights to facilitate learning and skills development interventions in meeting the needs of employers.

Current guidance on functional mapping outlines that functional maps set out a framework from which national occupational standards can be drawn and developed. As such, they are not occupational standards themselves.

In summary, therefore, a functional map:

- Describes broad functions but does not indicate how these functions are to be organised within a sector (e.g. into levels of an occupation)
- Does not indicate by whom and how the functions are to be achieved, or how these are translated into activities or jobs
- Does not show at what level the functions may exist within an occupational hierarchy or professional group
- Describes general expectations of what people should be able to do but does not
- necessarily present priorities for what people should be able to do
- Will describe the functions but will not allocate people to them or show how people are allocated to jobs to achieve the standards
- Presents information at one point in time

National Occupational Standards for Business Enterprise

Produced by: SFEDI
Date: January 2014

Setting the Scene

SFEDI was commissioned by the UK Commission for Employment and Skills (UKCES) to develop and review the suite of standards relating to Pre Enterprise, Understanding Enterprise and Business Enterprise to ensure they continue to be fit for purpose.

These are the most current NOS for anyone thinking about, starting or running a small or micro business and all functions are contextualized within starting and managing your own business. They focus on all areas of small or micro business management and explain the competences required at each stage of the business journey from pre start to exit.

Key Purpose

The key purpose underpinning the business enterprise functional map is:

To make a positive and proactive difference to individuals exploring the process of starting their own business and/or an enterprise, its development and management

Key Areas

There are eleven key areas within the business enterprise function map, as follows:

Key Area A: Preparing yourself to start a business
Key Area B: Starting a business
Key Area C: Reviewing and developing a business
Key Area D: Essential enterprise skills
Key Area E: Financial planning and management
Key Area F: Operating legally
Key Area G: Recruiting and managing people
Key Area H: Winning and keeping business
Key Area I: Your skills and abilities
Key Area J: Locating premises
Key Area K: Managing suppliers

Each key area is divided into a number of functional areas. At each level, it is important to review what needs to happen to achieve the functional area. Therefore, in order to achieve the primary functional area, there is a need to undertake the secondary functional area. This process continues until discrete functions are identified, and depending on the sector, activities that are performed by individuals and from which NOS can be developed or where existing NOS that cover the required functions can be identified.

Key Area	Key Function
A. Preparing yourself to start a business	A1. Prepare yourself for enterprise A2. Find out about business A3. Promote yourself and your ideas A4. Choosing your business enterprise A5. Identifying and managing opportunities and risks A6. Knowing the market and satisfying customers A7. Making successful deals A8. Winning help and support A9. Planning for success A10. Managing money matters
B. Starting a business	B1. Check the likely success of a business idea B2. Define your product or service B3. Plan where your business is going B4. Get support for a creative business idea B5. Undertake freelance work
C. Reviewing and developing a business	C1. Carry out the plans for your business C2. Carry out a review of your business C3. Make changes to improve the business C4. Improve the quality of products or services C5. Evaluate an existing business opportunity C6. Plan your exit strategy C7. Manage succession for your family business C8. Create the infrastructure your business needs
D. Essential Enterprise	D1. Achieve the goals for your business D2. Win and keep customers D3. Make deals to take your business forward D4. Find innovative ways to improve your business D5. Build relationships to build your business
E. Financial planning and management	E1. Decide on your financial needs E2. Set and monitor financial targets for your business E3. Keep financial records for your business E4. Manage cash flow in your business E5. Get customers to pay on time E6. Invest capital in your business E7. Get finance for your business E8. Monitor borrowing for your business E9. Carry out the banking for your business E10. Prepare wages E11. VAT registration and returns
F: Operating legally	F1. Choose a legal format that suits your business F2. Keep up to date with current legislation affecting your business

F: Operating legally continued	F3. Develop procedures to control risk to health and safety F4. Conduct an assessment of risks in the workplace F5. Assess the environmental impact of your business
G: Recruiting and managing people	G1. Review the skills your business needs G2. Plan what people your business needs G3. Recruit people for your business G4. Sub-contract work for your business G5. Make sure people in your business can do their work G6. Develop people's skills for your business G7. Deal with workplace problems or disputes G8. Change job roles and handle redundancy G9. Set up a stakeholder pension scheme G10. Work with a board in a social enterprise
H. Winning and keeping business	H1. Check what customers need from your business H2. Plan how to let your customers know about your products or services H3. Plan how you will sell your products or services H4. Advertise your products or services H5. Sell your products or services H6. Explore overseas markets for your business H7. Sell your products or services on the internet H8. Develop a website for your business H9. Bid for work for your business H10. Make presentations about your business H11. Decide how you will treat your business customers H12. Deliver a good service to customers H13. Import or export products or services
I. Your skills and abilities	I1. Explore your own business motives I2. Check your ability to run your business I3. Improve your business I4. Seek advice and help for your business I5. Manage time in your business I6. Delegate work to others in your business I7. Balance your business and personal life
J. Locating premises	J1. Decide on a business location J2. Choose a business premise J3. Contract for business premises J4. Run a business from home
K. Managing suppliers	K1. Identify needs and suppliers for your business K2. Monitor the quality and use of supplies and equipment in your business

Further Information

For further information on the functional map and/or the set of standards please contact Leigh Sear on 01325 468 017 or leigh.sear@sfedi.co.uk

National Occupational Standards Development for Enterprise

Produced by: SFEDI in partnership with Skills CfA
Date: March 2012

Setting the Scene

SFEDI, in partnership with Skills CfA, was commissioned by the UK Commission for Employment and Skills (UKCES) to develop a set of national occupational standards related to enterprise.

Current thinking identifies that the development of enterprising skills, such as taking decisions in uncertain conditions, negotiating and networking, are critical to the development of small businesses, as they often provide a source of competitive advantage.

However, given changes in economic conditions over the last 18 to 24 months, there are a number of studies which have highlighted that larger organisations are increasingly looking for potential employees and the existing workforce to be commercially aware and to be enterprising, as a way of retaining an entrepreneurial posture and competitive advantage. Therefore, there are calls for the existing workforce to be up-skilled and new people attracted into these jobs to meet the increasing demand for enterprising ways of working and a range of skills including: decision-taking under uncertainty, taking initiative, making things happen, being resourceful and being innovative.

The functions associated with being enterprising are distinct from other functional areas such as business administration and management and leadership. For example, in terms of being enterprising, employers are looking for staff to create and implement solutions to challenges and opportunities through gaining resources from other internal (e.g. the owner-manager in a small business or a senior manager) or external stakeholders (e.g. suppliers, professionals). Similarly, individuals will need to be innovative and creative, to support turning opportunities into a business idea that can be taken to market by others within the organisation such as managers. In comparison, within management, there is a focus on: allocating and monitoring the work of the team, giving feedback, briefing teams, supporting team members, managing conflict, resolving problems, procuring supplies, and managing and improving customer service.

In response, SFEDI, as the standard setting body for business enterprise, has been approached by increasing number of awarding organisations to review proposals which focus on the development of enterprise skills. Whilst the current suite business enterprise standards address some of the areas of knowledge and skills, they are contextualised within starting and managing your own business. This presents a set of challenges around supporting and assessing learning and development of enterprising skills in non-business start-up contexts (e.g. working in a large business, working in a third sector organisation).

This project has developed a set of National Occupational Standards (i.e. what individuals need to do, know and understand to carry out their job role competently) which focus on the development of enterprise.

Key Purpose

The key purpose underpinning the enterprise functional map is:

To make a positive, proactive and sustained difference to the organisation, its development and management.

Key Areas

There are three key areas within the three key areas within the enterprise function map, as follows:

Key Area A: Identify and translate opportunities into viable business ideas for an enterprise venture
Key Area B: Plan and deliver an enterprise venture to make a positive, proactive and sustained difference to the organisation
Key Area C: Monitor and review enterprise activities to ensure a positive, proactive and sustained difference to the organisation

Key Area	Key Function
A. Identify and translate opportunities into viable business ideas for an enterprise venture	A1. Scan the business environment for enterprise opportunities A2. Make sense of enterprise opportunities and their compatibility with organisational priorities A3. Generate ideas for a new venture which will make a positive, proactive and sustained difference A4. Identify stakeholders for an enterprise venture and evaluate their needs A5. Develop a vision and goals for an enterprise venture
B. Plan and deliver an enterprise venture to make a positive, proactive and sustained difference to the organisation	B1. Plan to deal with uncertainties, ambiguities and contingencies relating to an enterprise venture B2. Identify customers and how to engage them in an enterprise venture B3. Develop a plan for an enterprise venture B4. Manage an enterprise venture B5. Review and sustain networks to support an enterprise venture
C. Monitor and review enterprise activities to ensure a positive, proactive and sustained difference to the organisation	C1. Demonstrate the difference created by an enterprise venture C2. Lead others involved in the enterprise venture to monitor and review difference C3. Manage relations with external stakeholders to support the monitor and review of difference C4. Monitor and evaluate the difference created by an enterprise venture

Enterprise Skills - Functional Map

Coverage

A mapping of the key functions in the table above against existing sets of standards on the NOS Directory identifies that the following functions are covered:

A3. Generate ideas for a new venture – by Identify and evaluate options for the project (ECIPM2)
B3. Develop a plan for the enterprise venture – by Develop an operational plan (M&LBA9)
C2. Lead others involved in the enterprise venture – by Lead your team (M&LBA3)
C3. Manage relationships with external stakeholders – by Develop productive working relationships with colleagues and stakeholders (CFAMLD2)

Further Information

For further information on the functional map and/or the set of standards please contact Leigh Sear on 01325 468 017 or leigh.sear@sfedi.co.uk

National Occupational Standards for Business and Enterprise Support

Produced by: SFEDI in partnership with Skills CfA
Date: September 2013

Setting the Scene

SFEDI, in partnership with Skills CFA was commissioned by the UK Commission for Employment and Skills (UKCES) to review the existing suite of Business Support, Business Information and Business Link standards.

Since the election of the Coalition government in 2010, there have been a number of changes to the business support landscape across the UK (Heseltine, 2013). In England, for example, a number of agencies shaping the business and enterprise support have been abolished or scaled back, there have been changes to a number of national and regional initiatives and shifts in the types of support, with a movement away from supply-led to demand-led provision (e.g. the shift from business advice to mentoring and the emergence of crowd-funding). In part, these changes reflect a desire to enable businesses to have a greater role in shaping the types of services required to address their business and learning and skills development needs. However, these changes have generated different knowledge and skills requirements for business support professionals in publicly-funded provision, advisers and consultants amongst the professional community and other groups supporting individuals with the enterprise journey, such as enterprise and employability professionals in further and higher education.

The existing suite of Business Support, Business Information and Business Link NOS consist of 39 standards and had not been reviewed since late 2009. As a result, there were a number of differences between the standards and the current business and enterprise support landscape. These differences include:

- Standards referring to occupational roles and organisations that no longer exist (e.g. Business Link)
- Standards focused on business support roles which are no longer practised and/or a lack of standards for emergent roles (e.g. enterprise mentoring in terms of the abilities and knowledge required by owner-managers and entrepreneurs to mentor other owner-managers and entrepreneurs)
- An emphasis on business support as opposed to enterprise support. The latter encompasses a more rounded concept of support for the development of enterprising learning and skills, as well as more traditional perceptions of what constitutes business support.

This project reviewed the existing business support national occupational standards , to generate a suite of standards which greater reflect the knowledge and skills required by those individuals supporting the development of small and medium enterprises, whether at start-up or looking to develop and grow a business. This is important given the evidence base around the relationship between accessing enterprise support and increased rates of survival, reflecting both enhanced understanding of the key “how to’s” associated with running a business and enhanced management and leadership skills.

Key Purpose

The key purpose underpinning the business and enterprise support functional map is:

To make a positive and proactive difference to the development of individuals exploring the process of starting their own business and/or an enterprise, its development and management

Key Areas

There are six key areas within the business and enterprise support function map, as follows:

Key Area A: Develop the relationship with the client
Key Area B: Review and identify needs
Key Area C: Develop a plan for action
Key Area D: Broker and refer a client to other sources of support
Key Area E: Monitor and evaluate the relationship with the client
Key Area F: Support clients by using an appropriate intervention

Key Area	Key Function
A. Develop the relationship with the client	A1. Develop awareness amongst potential clients as a source of trusted and responsible support A2. Research the background and experiences of the client A3. Build a relationship with the client A4. Maintain an effective relationship with the client
B. Review and identify needs	B1. Help the client to analyse the business opportunity B2. Use personal experience and expertise to identify the needs of the client B3. Apply your knowledge and experience of business and its core functions
C. Develop and realise a programme of action	C1. Help the client to set and agree objectives C2. Encourage the client to act for themselves C3. Enable the client to implement changes C4. Help the client to reflect on the link between improved performance and the investment in learning and skills development C5. Monitor and evaluate own performance with the client
D. Introduce and refer a client to other sources of support	D1. Develop own networks and relationships to provide access to information, support and resources D2. Introduce the client to other sources of support D3. Help the client to critically assess a business and enterprise support offer D4. Help the client to build confidence and capacity to evaluate and access their own solutions
E. Evaluate and develop your own practice as a business support professional	E1. Evaluate the quality of your own practice in business and enterprise support E2. Develop your own ability to provide business and enterprise support service
F. Support a client by using an appropriate intervention	F1. Support the client through developing personal enterprising skills F2. Support the client through enterprise mentoring F3. Support the client through business and enterprise coaching F4. Support the client through enterprise training F5. Support the client through a professional consultancy service

Further Information

For further information on the functional map and/or the set of standards please contact Leigh Sear on 01325 468 017 or leigh.sear@sfedi.co.uk

National Occupational Standards for Enterprise and Entrepreneurship Educators

Produced by: SFEDI in partnership with Enterprise Educators UK
Date: February 2016

Setting the Scene

SFEDI, in partnership with Enterprise Educators UK, was commissioned by the UK Commission for Employment and Skills (UKCES), to develop a set of national occupational standards related to enterprise and entrepreneurship educator role.

Over the last ten years or so, there has been a significant growth in enterprise and entrepreneurship education offerings in the UK education system, at all levels. A range of initiatives and programmes have been introduced by previous governments in the UK to support the development of enterprise education offerings in schools, colleges and universities, as a way of developing the employability of young people and the skills to start and manage their own business (Volkmann et al, 2009; Morgan, 2013; QAA, 2014). Recently, for example, in England, studio schools have been introduced which will involve schools working with businesses in the development and delivery of teaching. In Scotland and Wales, there are a number of developments around enterprise education (e.g. the Scottish Government proposals for enterprise education outlined in Determined to Succeed: Enterprise in Education) and employability (e.g. the Learning Area Programme in Wales).

This has resulted in a growth of the number of enterprise and entrepreneurship educators, both as specific job roles (e.g. Enterprise Champions, Enterprise Facilitators, Entrepreneurial Development Officers) and as part of existing teaching duties (e.g. staff in school may teach Maths and champion enterprise and employability). Alongside this growth in the number of enterprise educators, there has been the development of networks and programmes to support experience exchange between enterprise educators such as Enterprise Educators UK, the National Council for Enterprise Education and Enterprise Village.

However, there has been limited development of any professional standards for enterprise and entrepreneurship educators in schools, colleges or universities, as a way of capturing the knowledge and skills required to develop and deliver an effective enterprise education experience (Draycott and Rae, 2011).

Recent work with the QAA on enterprise and entrepreneurship education has identified the potential impact of the lack of professional standards, not only in terms of ensuring that enterprise educators possess the appropriate understanding and skills but also the impact and value added of enterprise education offerings in developing the abilities, skills and knowledge of young people to compete in the labour market, and meet the needs and requirements of employers. A national survey in 2014 of enterprise educators, undertaken by SFEDI and Enterprise Educators UK, identified the need for both a set of standards and some form of recognition of the enterprise educator role so that it is seen on a par with other subjects and disciplines. In addition, a recent EU study identified the lack of support for the professional development of enterprise educators as a major barrier to engaging businesses

in the co-creation of curricula that meets the needs of both young people and businesses. Indeed, in *Determined to Succeed: Enterprise in Education*, it is noted that enterprise in education must be included in Initial Teacher Education programmes and as part of continuing professional development, all teachers should have the opportunity to participate in training and development in enterprise in education including the opportunity for some form of enterprising experience at least every two years.

This project has developed a set of National Occupational Standards (i.e. what individuals need to do, know and understand to carry out their job role competently), which focus on the role of the enterprise and entrepreneurship educator.

Key Purpose

The key purpose underpinning the enterprise and entrepreneurship educators functional map is:

To develop and deliver an effective enterprise and entrepreneurship education that adds value to the journey of the learner

Within the context of the functional map, the following definitions are used:

- Enterprise - a set of personal abilities, skills and behaviours which can be manifested in a variety of different business and organisational contexts
- Entrepreneurship – the use of enterprising skills by an individual or group of individuals in creating, developing and managing a new venture, whether this is owned by the individual or on behalf of someone else

Key Areas

There are four key areas related to this key purpose:

Key Area A: Plan and deliver effective enterprise and entrepreneurship education curricula
Key Area B: Build collaborative relationships with learners, educators and other stakeholders
Key Area C: Motivate and inspire learners to inspire to promote enterprising and entrepreneurial mindsets, behaviours and skills
Key Area D: Reflect on own practice as an enterprise and entrepreneurship educator

Key Area	Key Function
A. Plan and deliver effective enterprise and entrepreneurship curricula	A1. Identify what works well in enterprise and entrepreneurship education (CFASEE01) A2. Develop appropriate teaching and learning strategies in enterprise and entrepreneurship education (CFASEE02) A3. Demonstrate constructive alignment in enterprise and entrepreneurship education (CFASEE03) A4. Develop and prepare resources for learning and development (LSILADD05) A5. Deliver an effective enterprise and entrepreneurship education experience (CFASEE05) A6. Apply appropriate methods of assessment in enterprise and entrepreneurship education (CFASEE06) A7. Provide constructive and timely feedback in assessing learning of enterprise and entrepreneurship (CFASEE07) A8. Evaluate the learner experience of enterprise and entrepreneurship education (CFASEE08)
B. Build collaborative relationships with learners, educators and other stakeholders	B1. Identify opportunities to work with others in enterprise and entrepreneurship education (CFASEE09) B2. Make sense of the value in your own networks and relationships as an enterprise and entrepreneurship educator (CFASEE10) B3. Engage with stakeholders to support enterprise and entrepreneurship education (CFASEE11) B4. Encourage stakeholders to add value to enterprise and entrepreneurship education (CFASEE12) B5. Update your own knowledge as an enterprise and entrepreneurship educator through collaboration with others (CFASEE13) B6. Contribute to the institutional development of enterprise and entrepreneurship education (CFASEE14)
C. Motivate and inspire learners in developing enterprising and entrepreneurial mindsets, behaviours and skills	C1. Inspire learners in enterprise and entrepreneurship through own enthusiasm and knowledge (CFASEE15) C2. Encourage positive learner behaviours in enterprise and entrepreneurship education (CFASEE16) C3. Enable learners to share responsibility for their own learning in enterprise and entrepreneurship education (CFASEE17) C4. Promote diversity and inclusion in the delivery and development of enterprise and entrepreneurship education (CFASEE18)

D. Reflect on own practice as an enterprise and entrepreneurship educator	D1. Understand the role and responsibilities of an enterprise and entrepreneurship educator (CFASEE19) D2. Evaluate your own practices and values as an enterprise and entrepreneurship educator (CFASEE20) D3. Maintain own knowledge of enterprise and entrepreneurship research and education (CFASEE21)

Further Information

For further information on the functional map and/or the set of standards please contact Leigh Sear on 01325 468 017 or leigh.sear@sfedi.co.uk

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Enterprise Village
Ethnic Diversity Alliance
Federation of Small Businesses
Forum of Private Business
Forward Thinking 4U
Fuse your Business
Government Equalities Office
Higher Education Academy
ICAEW
Innovate UK
Institute of Enterprise and Entrepreneurs
International Association of Bookkeepers
Lancaster University
LANTRA
Leeds University
Lloyds Banking Group
London Southbank University
Manchester Metropolitan University
National Black Women's Network
National Enterprise Network
NCEE
NE LEP and Growth Hub
New Anglia Growth Hub
Newcastle University
NOVUS
Peter Jones Academy
PRIME CYMRU
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