



 Scotland's Colleges

A Proposed Enterprise Education Framework for Scotland

A Discussion Document
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A Proposed Enterprise Education Framework

As part of Scotland's Colleges, *Enterprising Colleges: Enterprising Learners* project it was identified that, in the drive to increase both the awareness and uptake of enterprise education across Scotland, it would be helpful to utilise a general understanding of the essential enterprise capacities which every FE and HE learner should aim to develop. Grounded in Gibb's (2007)¹ learner-centred approach to enterprise education, two key learning capacities are recommended in this paper and linked to the Scottish Credit Qualifications Framework (SCQF).

Terms of Reference

This document does not form a traditional framework or guidance document but includes ideas for educators to consider surrounding each of the three interlinking concepts of enterprise, employability and entrepreneurship and of how these may be applied at each level of the SCQF learning framework (up to L10). Though each term is outlined in Table 1 please note, this cannot be 'one size fits all' as it is important that educators assess and explore these issues and meanings in relation to their own subject and professional contexts.

The Scottish Credit and Qualifications Framework (SCQF) Partnership has been working in partnership with Skills Development Scotland² to contextualise the SCQF level descriptors in order to make them more accessible for learners. The Enterprise Education SCQF framework recommended in Table 2 has been adapted from the SCQF Level Descriptors: Contextualised (2011) table (the original work should be referred to for fuller and more detailed generic and contextualised examples).

Enterprise Education is Key

The European Union (2006) describes enterprise as a 'key competence for all, helping young people to be creative and confident in whatever they undertake'.³ The challenge for the educator is to support the development of an 'enterprising mindset' within the learning environment. Educators and organisers of learning are encouraged to provide learning programmes which offer a holistic learning experience supporting both intended learning outcomes through the effective selection of pedagogy and enabling students to develop the vital mix of knowledge, skills and enterprising mindset.

Though a key part of most education agendas, there are currently many and varied definitions of the terms enterprise, employability and entrepreneurship with recommendations that educators 'embed' cross curricula and at all levels. Recently SEEDA/NESTA⁴ found that 'no longer a nice-to-have, entrepreneurial attributes are considered by employers as 'intermediary' rather than sophisticated skills. Indeed for some employers enterprise education should be viewed as a basic skill along with numeracy, literacy and ICT....enterprise allows for a concern with employability to consider that it is not only about learning provision for the next rung of the ladder or the rung after that but also for changing ladders or falling off ladders'(2010:26).

Scottish Policy

Within Scotland, Curriculum for Excellence (CfE) will support young people in developing skills which they will use throughout their life and in their work, including the development of enterprise and employability skills. The Scottish Government's Skills Strategy (Updated 2010)⁵ is aimed at improving the skills and employability of individuals and creating high skill, high productivity, healthy workplaces where this talent can be best used.

Outcome 1 of the current Scottish Funding Council's Corporate Plan (2009-12)⁶ details a system of further and higher education in which, through the provision of high quality education and learning, aims for: students to have enhanced their general and specific skills, their confidence, self-reliance, motivation and capacities to meet the needs of employers; an improved utilisation of skills in the workplace; and contribute to improved personal, social, civic and cultural outcomes for the people of Scotland.

Specifically, Scotland's Colleges through the 'Enterprising Colleges, Enterprising Learners' (2010)⁷ initiative aims to support the sector to: develop and sustain a vibrant and valued enterprise culture; deliver an embedded curriculum for enterprise which is shaped and developed through partnerships with industry; and ultimately to positively impact on economic development through business start-up, support and growth facilitated by innovative institutions.

A Recommended Framework for Enterprise Education

As would be expected with such a prominent agenda, a wide range of enterprise and employability related definitions, tools, frameworks and profiles have emerged to help guide curricula design and delivery, such as the Scottish Government's Curriculum for Excellence Experience and Outcomes⁸, the NCGE's Learning Outcomes Framework⁹ and the Council for Industry and Higher Education's (CIHE) Employability Profiles¹⁰.

As part of Scotland's Colleges, *Enterprising Colleges: Enterprising Learners* project it was identified that, in the drive to increase both the awareness and uptake of enterprise education, it would be helpful to utilise a general understanding of the essential enterprise definitions and learning outcomes which every FE and HE learner should aim to develop.

In developing a general understanding of enterprise, it is useful to appreciate the terms and links between the key enterprise-related concepts of employability, enterprise, entrepreneurship and innovation.

Many definitions exist and are available to explore these topics further, however the National Council for Graduate Entrepreneurship (NCGE) (2010)¹¹ from its experience provides succinct definitions of enterprise, entrepreneurship and innovation which are referred to as an initial starting point:

- **The Enterprise Concept** focuses upon the *development of the enterprising person and the enterprising mindset* through a demonstration of enterprising skills, behaviours and attitudes across a diversity of contexts.
- **The Entrepreneurial Concept** focuses upon *the application of these enterprising skills and the entrepreneurial mindset* in setting up a new venture, developing/growing an existing venture or designing an entrepreneurial organisation.
- **The Innovation Concept** is *the product of the Entrepreneurial Concept*. Innovation is defined as creating and exploiting opportunities for new ways of doing things resulting in better products and services, systems and ways of managing people and organisations (NCGE n.d)

Employability is also a complex concept which Yorke (2006), on behalf of the Higher Education Academy, concluded goes well beyond the simplistic development of a list of key skills and ultimately requires the development of a range of employability related understandings and skilful practices¹². Yorke (2006) on behalf of the Higher Education Academy adopted a working definition of employability as:

- **The Employability Concept** focuses on ‘a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Yorke, 2006:8).

Key Enterprise Learning Capacities

Grounded in Gibb’s (2007)¹³ learner-centred approach to enterprise education, two key learning capacities are recommended in this paper as shown in Figure 1 namely: the development of an enterprising mindset; and then on organising learning to apply an enterprising mindset to develop personal capacities for employability and entrepreneurship.



Figure 1: Key Enterprise Learning Capacities: An ‘Enterprising Mindset’ is at the core of developing personal employability and entrepreneurial capacities

These learning capacities are provided in greater detail in Table 1 below and linked to the related SCQF Framework provided in Table 2.

Table 1: Enterprise Learning Capacities

Learning Capacity 1 - Developing an Enterprising Mindset		
<p>1. Enterprising Mindset</p>	<p>Aim: Learners should experience learning opportunities designed to raise their awareness of enterprise but which will also actively develop their enterprising behaviour, attitudes and skills – an enterprising ‘mindset’. Learning experiences and outcomes will reflect the learner journey within the curriculum and incorporate a diversity of contexts. Appropriate to SCQF level, learners should be enabled to:</p> <ul style="list-style-type: none"> • develop creative problem solving and strategic thinking skills; • identify opportunities, generate ideas and develop the ability to make things happen; • evaluate risks, take responsibility for, and learn from consequences of actions; • present ideas, influence and negotiate; • build relationships, networks and trust with potential colleagues, partners and stakeholders; and • understand themselves, motivations and have the ability set goals, to build a ‘can –do, will-do, be all you can be’ attitude 	<p>Underpinned by NCGE Learning Outcomes Framework (2008) ¹⁴ and Learning and Teaching Scotland (LTS) Enterprising teaching and learning ¹⁵</p>
Learning Capacity 2 - Applying an Enterprising Mindset in Developing Key Employability and Entrepreneurship Capacities		
<p>2.1 Employability Capacity</p>	<p>Aim: Learners should experience learning opportunities which are designed not only to raise their awareness of the world of work in all its diversity but also to actively apply their enterprising mindset regarding future career development options. Appropriate to SCQF level, outcomes should be enabled to:</p> <ul style="list-style-type: none"> • develop the necessary personal learning skills such as communication, numeracy, problem solving, information technology, working with others, planning and organising and creative and critical thinking; • employability and career management skills that prepare individuals for employment and future career development , rather than focus on a specific occupation; • vocational skills that are specific to a particular occupation or sector ⁽¹⁶⁾; and • reflect on their own achievements and recognise their value and have the ability to make employability and career related decisions and set goals 	<p>Underpinned by Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth (2010)¹⁶</p>
<p>2.2 Entrepreneurial Capacity</p>	<p>Aim: Learners should experience learning opportunities which are designed not only to raise awareness of entrepreneurship (incl. self-employment) as a career option but also to actively apply their enterprising mindset in the setting up of a new venture, or developing or growing an existing venture within a diversity of contexts, including business, social enterprise, communities and the public sector. Appropriate to SCQF level, learners should be enabled to:</p> <ul style="list-style-type: none"> • empathise and understand the life-world, values and realities of entrepreneurship such as living with uncertainty and complexity, locus of control, importance of endeavour, sense of independence, principles of wealth creation, ownership and growth; • understand the stages to set up a new venture including the associated tasks and learning needs; • develop a knowledge and understanding of key business functions and tasks such as planning, marketing, financing, operations and related legislation and regulation; • have an opportunity to exploit an idea and put it into action, to experience ‘how it feels’; and to • reflect and carry forward learning from the entrepreneurial challenges experienced 	<p>Underpinned by NCGE Learning Outcomes Framework (2007) 14</p>

Table 2: Enterprise Education SCQF Framework17

Learning Capacities	SCQF Level 2	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6	SCQF Level 7	SCQF Level 8	SCQF Level 9	SCQF Level 10
<p>Knowledge and understanding of enterprise learning capacities:</p> <p>1.0 Enterprise Mindset</p> <p>2.1 Employability Capacity</p> <p>2.2 Entrepreneurial Capacity</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate simple facts and ideas</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate basic knowledge and work with simple facts and ideas</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate basic knowledge of basic processes, and language along with a few simple facts</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate basic knowledge and a range of simple facts, along with knowledge and understanding of related basic processes</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate and relate knowledge of a range of facts, ideas and methods to a range of practical or everyday situations</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate, work with and understand the changing nature of knowledge which is set in the main theories, ideas and principles</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate, work with and understand the scope, main areas and theories, principles, ideas and language with detailed knowledge of some areas</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate a broad, integrated and critical knowledge and understanding of the scope, main areas and theories, principles, ideas and language; with specialist knowledge of some areas</p>	<p>In relation to enterprise learning capacity:</p> <p>I can demonstrate knowledge that brings together most of the main areas, features, boundaries, language and standards; with specialist knowledge of some areas</p>
<p>Practice: applied knowledge and understanding of enterprise learning capacities:</p> <p>1.0 Enterprise Mindset</p> <p>2.1 Employability Capacity</p> <p>2.2 Entrepreneurial Capacity</p>	<p>In relation to enterprise learning capacity:</p> <p>With prompting, I can apply my knowledge and skills to simple everyday tasks</p>	<p>In relation to enterprise learning capacity:</p> <p>With some prompting, I can apply my knowledge and skills to personal and everyday tasks</p>	<p>In relation to enterprise learning capacity:</p> <p>I can apply my knowledge and skills to personal and practical activities, with some non-routine aspects</p>	<p>In relation to enterprise learning capacity:</p> <p>I can apply my knowledge, skills and ideas to personal and/or practical activities Using my knowledge I can complete, plan and organise some routine and non-routine tasks</p>	<p>In relation to enterprise learning capacity:</p> <p>I can apply my knowledge, skills and understanding in related activities I can plan ahead and adapt skills to address set situations and problems</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use basic and routine knowledge, professional skills, techniques and practices to complete routine and non-routine activities</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use basic and routine knowledge, professional skills, techniques and practices a few of which are complex and/or advanced</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a selection of knowledge, skills, techniques and practices, including some which are advanced and can achieve related goals to a professional standard, even in unexpected circumstances</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a range of knowledge, skills, techniques and practices, including some which are advanced I can complete a related project research, development and identify and implement relevant outcomes</p>

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Learning Capacities	SCQF Level 2	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6	SCQF Level 7	SCQF Level 8	SCQF Level 9	SCQF Level 10
<p>Cognitive skills related to enterprise learning capacities:</p> <p>1.0 Enterprise Mindset</p> <p>2.1 Employability Capacity</p> <p>2.2 Entrepreneurial Capacity</p>	<p>In relation to enterprise learning capacity:</p> <p>I can solve problems and operate successfully in everyday contexts using familiar processes with prompting</p> <p>I can identify the strengths and weaknesses of a solution to a familiar problem</p>	<p>In relation to enterprise learning capacity:</p> <p>With prompting, I can identify the right set process and operate successfully in a familiar context</p> <p>I can identify the strengths and weaknesses of a solution to a problem</p>	<p>In relation to enterprise learning capacity:</p> <p>With guidance, I can use certain stages of a problem solving approach and work successfully to deal with a straightforward situation and take account of some of the consequences of actions or inactions</p> <p>I can analyse the situation including the plan of action</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a problem solving approach to deal with a situation</p> <p>I can make recommendations about alternative plans, products or resources that could be followed or used</p>	<p>In relation to enterprise learning capacity:</p> <p>I can solve problems by collecting, organising and using a range of information</p> <p>As I complete my work, I can make generalisations and predictions about it and identify an alternative strategy that could be followed</p>	<p>In relation to enterprise learning capacity:</p> <p>I can present arguments, information and ideas which are standard and I can use a range of approaches to address defined and/or standard problems</p>	<p>In relation to enterprise learning capacity:</p> <p>I can undertake critical analysis, evaluation and/or blending of ideas, information and issues in a range of areas, drawing on a range of sources</p> <p>I can use a broad range of approaches to come up with and evaluate evidence-based solutions to defined and/or standard problems</p>	<p>In relation to enterprise learning capacity:</p> <p>I can undertake critical analysis, evaluation and/or blending of ideas, information and issues in a range of areas, drawing on a range of sources</p> <p>I can use a broad range of approaches to come up with and evaluate evidence-based solutions to problems</p>	<p>In relation to enterprise learning capacity:</p> <p>I can identify, define & analyse complex areas and suggest expert level creative ideas, explanations and solutions</p> <p>I can review and bring together knowledge, skills, practices, thinking and make original judgements even where information is limited</p>
<p>Communication, ICT and numeracy skills in relation to enterprise learning capacities:</p> <p>1.0 Enterprise Mindset</p> <p>2.1 Employability Capacity</p> <p>2.2 Entrepreneurial Capacity</p>	<p>In relation to enterprise learning capacity:</p> <p>With help, I can use very simple communication, ICT and numeracy skills in everyday situations which I am familiar</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use simple communication, ICT and numeracy skills and carry out simple related tasks in everyday situations which I am familiar with</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use straightforward communication, ICT and numeracy skills in familiar situations</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a range of routine communication, ICT and numeracy skills in familiar situations</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a wide range of routine skills and communication, ICT and numeracy skills in relation to both familiar and unfamiliar situations</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a wide range of routine skills and some advanced communication, ICT and numeracy skills for different audiences and for new purposes</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a range of routine and some advanced or specialised communication, ICT and numeracy skills for different audiences and for different purposes</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a range of routine and some advanced or specialised communication, ICT and numeracy skills in support of well-known practices, to a wide range of audiences</p>	<p>In relation to enterprise learning capacity:</p> <p>I can use a wide range, including some advanced communication, ICT & numeracy skills in support of well-known practices to make formal presentations to knowledgeable audiences about specialised topics</p>

Table 2: Enterprise Education SCQF Framework17

Learning Capacities	SCQF Level 2	SCQF Level 3	SCQF Level 4	SCQF Level 5	SCQF Level 6	SCQF Level 7	SCQF Level 8	SCQF Level 9	SCQF Level 10
Autonomy, accountability and working with others in the context of enterprise learning capacities: 1.0 Enterprise Mindset 2.1 Employability Capacity 2.2 Entrepreneurial Capacity	In relation to enterprise learning capacity: I can complete my work with a lot of supervision and guidance I can do simple, familiar related tasks with frequent supervision With guidance, I know when I have done something successfully and unsuccessfully	In relation to enterprise learning capacity: I can work and complete tasks alone and with others, with frequent supervision I can participate in setting goals and timelines I can review my work with guidance and see areas for improvement With guidance, I can see my strengths and weaknesses in relation to the relevant task set	In relation to enterprise learning capacity: I can work alone and with others on straightforward tasks I can contribute to setting goals and timelines for my work I can contribute to reviewing my work and offer ideas on where to make improvements I can identify my own strengths in my work I can identify my own weaknesses in my work	In relation to enterprise learning capacity: I can complete related tasks alone or with others with little supervision I can agree goals and responsibilities for myself and others with the person supervising me I can take the lead on some related tasks and can contribute some ideas to help make improvements	In relation to enterprise learning capacity: I can complete related tasks without supervision as long as I am given clear goals I can supervise the work of others and can lead others in completing routine tasks With supervision I can manage limited resources, for example, a fixed amount of money or documents I can contribute significantly to evaluation and identify areas for improvement	In relation to enterprise learning capacity: I can use my initiative and without supervision, complete set related activities and can complete less familiar tasks with supervision I can manage some of the work of others within a set structure and can manage limited resources I can carry out agreed plans in areas which are familiar to me and can contribute ideas to new developments and evaluate them successfully	In relation to enterprise learning capacity: I can use my initiative and complete some activities at an expert level, entirely on my own and can take some responsibility for the work of others and some responsibility for a range of resources I can, under guidance, take the lead in planning activities and where familiar to me contribute ideas to new developments with an appreciation of the ethical and professional standards	In relation to enterprise learning capacity: I can use my initiative and complete some activities at an expert level, entirely on my own and can take some responsibility for the work of others and some responsibility for a range of resources I can contribute new ideas to bring about change or new developments with an appreciation of ethical and professional standards with some guidance where required	In relation to enterprise learning capacity: I can use my initiative for completion of a range of activities at an expert level, entirely on my own and take significant responsibility for the work of others and a range of resources. I can contribute new ideas to bring about change or new developments with an appreciation of ethical and professional standards and seek guidance where appropriate

Enterprise Related Learning Activities

- The design and delivery of enterprise learning activities is a critical feature of effective enterprise education. Enterprise UK's (2010)¹⁸ review of enterprise provision in FE colleges in England found that 'Further education is in a unique position to convert enterprising attitudes into entrepreneurial behaviour through enterprising teaching and learning' (2010:5).

Scotland's Colleges *Enterprising Colleges: Enterprising Learners* project recognised a need to gather examples of current enterprise education practice and Table 3 provides indicative examples of enterprise related learning activities from SCQF Level 2 – 10, linked to the proposed enterprise learning capacities. The intention is to add/test/reflect on these enterprise related learning activities as the project develops with the objective of developing a helpful bank of enterprise related resources for use by practitioners.

Table 3: Examples of Learning Activities Linked to Enterprise Learning Capacities - [TO BE POPULATED]

Enterprise Learning Capacities – SCQF Level 2	
1.0 Enterprising Mindset Examples of learning activity...	
2.1 Employability Capacity Examples of learning activity...	
2.2 Entrepreneurship Capacity Examples of learning activity...	
Enterprise Learning Capacities – SCQF Level 3	
1.0 Enterprising Mindset Examples of learning activity...	
2.1 Employability Capacity Examples of learning activity...	
2.2 Entrepreneurship Capacity Examples of learning activity...	

Enterprise Learning Capacities – SCQF Level 4

1.0 Enterprising Mindset

Examples of learning activity...

2.1 Employability Capacity

Examples of learning activity...

2.2 Entrepreneurship Capacity

Examples of learning activity...

Enterprise Learning Capacities – SCQF Level 5

1.0 Enterprising Mindset

Examples of learning activity...

2.1 Employability Capacity

Examples of learning activity....

2.2 Entrepreneurship Capacity

Examples of learning activity...

Enterprise Learning Capacities – SCQF Level 6

1.0 Enterprising Mindset

Examples of learning activity...

2.1 Employability Capacity

Examples of learning activity...

2.2 Entrepreneurship Capacity

Examples of learning activity...

Enterprise Learning Capacities – SCQF Level 7

1.0 Enterprising Mindset Examples of learning activity...	
2.1 Employability Capacity Examples of learning activity...	
2.2 Entrepreneurship Capacity Examples of learning activity...	

Enterprise Learning Capacities – SCQF Level 8

1.0 Enterprising Mindset Examples of learning activity...	
2.1 Employability Capacity Examples of learning activity...	
2.2 Entrepreneurship Capacity Examples of learning activity....	

Enterprise Learning Capacities – SCQF Level 9

1.0 Enterprising Mindset Examples of learning activity...	
2.1 Employability Capacity Examples of learning activity...	
2.2 Entrepreneurship Capacity Examples of learning activity...	

Enterprise Learning Capacities – SCQF Level 10

<p>1.0 Enterprising Mindset</p> <p>Examples of learning activity...</p>	
<p>2.1 Employability Capacity</p> <p>Examples of learning activity...</p>	
<p>2.2 Entrepreneurship Capacity</p> <p>Examples of learning activity...</p>	

(Footnotes)

- 1 Gibb, A.A (2007) Entrepreneurship: Unique Solutions for Unique Environments, International Journal of Entrepreneurship *Education* 5: 93-142, Senate Hall Academic Publishing
- 2 Scottish Credit and Qualifications Framework, Skills Development Scotland (2010) SCQF Level Descriptors: *Contextualised. Unpublished Report.*
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- 14 NCGE (2008) Developing Entrepreneurial Graduates: Putting entrepreneurship at the centre of higher education [online]. Available from < <http://www.cihe.co.uk/wp-content/themes/cihe/document.php?file...pdf> > [04 March 2011]
- 15 Learning and Teaching Scotland Planning and reflecting: Enterprising teaching and learning [online]. Available from < http://www.ltscotland.org.uk/Images/BtC4_Skills_tcm4-569141.pdf > [30 March 2011]
- 16 Scottish Government (2010) Skills for Scotland: Accelerating the Recovery and Increasing Sustainable Economic Growth [online]. Available from < <http://www.scotland.gov.uk/Resource/Doc/326739/0105315.pdf> > [04 March 2011]
- 17 We have developed this Enterprise Education SCQF framework using the 'SCQF Level Descriptors: Contextualised' (2011) developed by SCQF and Skills Development Scotland, with the permission of the SCQF Partnership. The original work should be referred to for fuller and more detailed generic and contextualised examples.
- 18 Enterprise UK (2010) *Colleges at the core of the entrepreneurial economy: A review of enterprise provision in FE* [online]. Available from < http://www.ncge.org.uk/publication/Colleges_2.pdf > [09 August 11]

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