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Editorial

This special issue of the *Assessment, Learning and Teaching Journal* focuses on the theme of enterprise in its broadest sense. This edition is an important landmark for the Institute for Enterprise. This Higher Education Funding Council for England (HEFCE)-funded Centre for Excellence in Teaching and Learning (CETL) reaches the end of its five-year funded span in April 2010, and this edition showcases some of the work catalysed by the Institute. The wide range of articles, research papers, case studies and opinion pieces within this edition represents some of the work, projects, activity and thinking that have been generated by University and CETL staff, students and our CETL partners.

Leeds Met prides itself on putting students at the heart of everything it does and many of the papers reflect this, from **Karen O'Rourke's** innovative article on student-centred, curriculum-based enterprise projects to a contribution by the enthusiastic group of pan-University **student enterprise pioneers** about their new role and activities.

The value that Leeds Met places on student engagement is also reflected in a range of other articles which outline new projects, module and curriculum development. **Jackie Mulligan** describes an event which encouraged student enterprise and how the participants' feedback and reflections on the event inspired her. **Alex Kenyon** writes about how her innovative project with the police, the community and the licensing trade is helping her students become more enterprising, employable and professional. **Liz Carter**, who works in the Institute for Enterprise, outlines how social enterprise and community projects can be useful to promote enterprise skills in the curriculum, while **Becky Baldaro Booth** explores an innovative case study with creative arts students in one of Leeds Met's partner colleges from the Regional University Network. She addresses the importance of integrating career and enterprise development in enhancing the employability of graduates. Indeed, improving graduate skills that are fit for purpose in the changing workplace and society (particularly in relation to the economic downturn) is one of the key challenges facing universities, and this theme is developed throughout this edition. Developing students' employability skills is vital and issues relating to this area are explored in papers from **Laura Dean, Jacqueline Stevenson and Phil Race**.

These diverse papers adopt differing angles on the enterprise theme and explore some of the differences and commonalities between enterprise and employability skills. Between them they discuss: When is one not the other? Is 'being enterprising' being part of being employable?

Phil Race's paper focuses on the successful development of enterprise through learning, which will be explored in more detail in the latest edition of his new book *Making Learning Happen*, to be published in May 2010.

The next section of the Journal includes a range of papers which analyse some of the research currently impacting on approaches to enterprise education and suggest action and approaches for the future. **Jim Stewart and Vicky Harte's** linked papers discuss the problematic nature of evaluating enterprise education. **Tim Deignan's** detailed paper describes how Q methodology is a useful way of illuminating perspectives about models of enterprise education, followed by **Sally Jones's** scholarly paper which investigates how a gender neutral approach to enterprise education is in fact a gender 'silent' approach which does not necessarily deal effectively with the entrepreneurial needs of women.

Neil Warnock is an alumnus of Leeds Met and the Institute's dynamic entrepreneur in residence. He is a role model for students who have new ideas and he mentors and advises them. Read his stimulating personal views in his opinion piece on enterprise education in context. Food for thought!

On reading and reflecting on this Journal's content, it is clear that interesting and enterprising work has been undertaken across the University. If any of the ideas presented in this issue interest you, contact the author and spread the word, share good practice and collaborate to extend enterprising thinking and action across the University and beyond.

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