



Editorial

Welcome to Volume 2 of the *Journal of Teaching and Learning for Graduate Employability*, which operates on a continuous publication basis: articles will be published as soon as they successfully complete the peer-review process. We welcome submissions on a continuous basis on any aspect of teaching and learning for graduate employability.

Within an increasingly accountable and evidence-based higher education environment, graduate employability remains a priority for industry and the professions, students and graduates, and of course, universities and higher education providers. Increasingly, stakeholders want to be assured not only that graduates have the capabilities that count for professional readiness and safe practice, but they have them at the agreed minimum standard. Ardent conversations are in train in many parts of the world on this very matter: what level of achievement is required for employability and engaged citizenship, how might we measure it, and how might we—students, graduates, institutions—provide the evidence for it. This is one of the issues of interest to the readers of this journal.

On behalf of our editorial board, the journal's deputy editor, Ms Beatrice Tucker, and our administration officer Ms Linda Lilly, I encourage you to participate, through this journal, in scholarly reflection on how we might teach and learn effectively for enhanced graduate employability.

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