



Editorial

Welcome to Volume 4 of the *Journal of Teaching and Learning for Graduate Employability*. The Journal provides a scholarly forum for the dissemination of research and exemplary evidence-based practice in higher education teaching and learning for graduate employability.

Identifying the skills which facilitate graduate transition to professional life continues to be a priority in the higher education sector, nationally and internationally. It is now well recognised in the discourse surrounding 'work readiness' that this goes beyond the specific discipline knowledge and skills to encompass the more generic non technical abilities and understandings which enable graduates to participate effectively in the workforce. However, determining a common understanding of these generic capabilities and how to embed them in the curriculum is still the subject of considerable debate. A search of the literature reveals the development of a range of frameworks to capture and organise the relevant capabilities.

In Australia, the Australian Qualifications Framework (AQF) articulates a taxonomy of the knowledge, skills and the application of knowledge and skills expected of graduates for each of the qualifications across all educational sectors. Incorporated into the AQF are four broad categories of generic learning outcomes which include fundamental skills such as literacy and numeracy, people and communication skills, thinking skills and personal skills. The Office for Learning and Teaching (previously Australian Learning and Teaching Council) has supported a number of projects which have focussed on graduate capabilities across a range of discipline contexts. Many of these have also developed frameworks to provide a basis to the thinking, conversations and innovations in curriculum design which are necessary to enhance graduate employability.

More recently, in December 2012, the Department of Education, Employment and Workplace Relations commissioned the development of a cross-sectoral employability skills framework. The resulting *Employability Skills Framework Stage 1* presents three clusters of skills as it attempts to provide a common language for describing generic skills, making them visible and facilitating the transfer of skills into the workplace.

Such frameworks can provide not only a basis for the development of assessment strategies relevant to generic skills, but can also provide a valuable curriculum development tool using a backward design model. Given the current climate of 'efficiency dividends' to higher education funding coupled with the expectation that institutions will continue to meet the AQF standards and other benchmarks, frameworks for generic capabilities may provide a valuable reference point as universities respond to the ongoing scrutiny of the quality of their graduates. It is therefore timely that our first issue for 2013 invites us to engage with a systematic approach for evaluating skills outcomes for graduates.

On behalf of our Editorial Committee, we encourage you to participate in the scholarship of teaching and learning for effective graduate employability.

Professor Beverley Oliver and Ms Beatrice Tucker

Editor and Deputy Editor