



## Editorial

Welcome to Volume 5 of the *Journal of Teaching and Learning for Graduate Employability*. This web-based journal is an open access publication of peer-reviewed publications disseminating research and best practice in higher education teaching and learning for graduate employability.

As universities continue to direct attention to graduate capabilities (also referred to as attributes) and employability, the momentum in curriculum development designed to improve employability continues to grow. It is now widely accepted that it is not sufficient for universities to merely articulate graduate capabilities, they must also accept that they have a responsibility to create a curriculum in which the explicit teaching, learning and assessment of these capabilities is embedded. While on the surface it seems a straightforward matter, the practicalities of designing a curriculum to achieve this are far from simple, and require academics to review their beliefs and behaviours related to teaching and learning. In particular, they are faced with the dilemma of how best to design teaching and learning activities, including work integrated learning opportunities, which will not only enable students to develop and practice 'employability' skills, but also engage them. Whilst not appropriate for all courses, one approach to addressing this dilemma is through the integration of authentic resources and experiences into the curriculum.

The recent *NMC Horizon Report 2014 Higher Education Edition* supports the need to focus on developing curricula which incorporate emerging technologies such as social networks and communities of practice, arguing that these can bring real world perspectives to the subject matter, engage students in peer-to-peer collaboration, make content more dynamic and accessible, facilitate group problem-solving and build communication skills, all of which are fundamental to graduate employability. Indeed research evidence suggests that employers are unwilling to accept below average levels in these skills for fear of the negative impact they may have on their organisations.

Similarly, there is growing interest in the 'flipped' classroom which sees valuable class time used for the application of knowledge and skills in interactive, project, problem-based, or simulated situations, while students access information in a variety of modes outside of class time. Such an approach has the potential to immerse students in authentic and at times unpredictable learning experiences and environments, thereby empowering them when faced with challenge and risk in the workplace.

In sharing a range of techniques to embed graduate capabilities into the curriculum it is hoped that we can stimulate discussion around curriculum innovations which have the potential to transform learning and enhance graduate employability. Our first article for 2014 reports on the strategy of volunteer workplace-based learning and employability.

On behalf of our editorial committee and the Journal's editor, Professor Beverley Oliver, I encourage you to participate, through this Journal, in scholarly communication, debate and scholarship in learning and teaching for effective graduate employability.

Beatrice Tucker  
Deputy Editor