

Editorial

This issue of the *Worcester Journal of Learning and Teaching* mainly contemplates changes within Higher Education as well as highlighting specific changes that have occurred during the academic year 2012 to 2013 at Worcester itself. There is insightful reflection by Heather Barrett on the new University-wide Elective modules that will be implemented from September 2013, focusing on the reasoning and pedagogical underpinning of the Electives. Maggie Andrews, Mehreen Mirza and Barbara Mitra variously ponder on the process of developing an entirely new curriculum in undergraduate courses across the University.

As online submission and feedback become more widely used at Worcester, Joanne Kuzma, Christina Langfield and Peter Moody consider the use of technology for document storage as well as for sharing information with the externals. Clare Bennett and Sue Lillyman, along with some of their nursing students, look at the experiences of being an international student at a UK University and make some positive recommendations for the future.

With more students working whilst they study, Mark Richardson, Carl Evans and Gbolohan Gbadamosi analyse the difficulties of balancing a full time degree with part time working. As well as this, Carly Sharples and Nick Breeze explore how undergraduate students make use (or don't) of library resources available to them.

The editors would also like to thank the many colleagues who undertook refereeing for the journal. We hope you enjoy reading these papers.

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