Application of Artificial Intelligence (AI) in Higher Education (HE) for Enhanced Learning and Employability

Rachel John Robinson

Department of Computer Science, IT & Business Informatics Faculty, IU Hochschule Berlin, Berlin, Germany Email: rachel.john-robinson@iu.org; info@rachel-johnrobinson.com

Abstract—The paper conveys a significant expansion to the investigation of enhanced learning themed and employability in Higher Education (HE). Giving an extensive story to nine distinct and focal subjects. These reach from repetitive points, for example, proportions of work and employability, profession arranging, and scrutinizes of employability; through to topical, basic, and ideal contemplations around uniformity, opportunity, and assessment advancement in the age of Artificial Intelligence (AI). The survey will address specialists, experts, scholastics, scientists, and pioneers the same; giving a secret weapon that will assist with creating strategy and practice around here. It is obvious that there remains effective and fiery discussion with respect to employability in Higher Education. Perceiving the requirement for this to be multilayered, there is a lot of inside the survey that will be useful in supporting people and establishments across the globe to empower student achievement eventually. It's a timely add for a profoundly of 'what works' in employability and higher education.

Keywords—Artificial Intelligence (AI) in higher education, employability, applications

I. INTRODUCTION

A. AI Transformation in Education Business and Transformation Gains

Artificial Intelligence (AI) Technology has changed to an incorporated answer for big business quality administration. Helps in bringing together store for records, normalization of audit processes, perceivability of survey across client's areas, brought together report the board framework, guaranteeing speedy and further navigation developed [1]. Likewise assists in administration with running sheets for speedier decision making with expanded functional proficiency and collaboration between all gatherings for consumer loyalty. A completely incorporated Enterprise Quality set-up of items empowering consistent data the executives and once again use [2]. Industry-driving arrangements give top tier counseling and preparing administrations for understudies and staff. Undertaking Quality Suite offers

high adaptability, starting with not many modules and adding on additional courses or items, depending on the situation [3].

This is getting dictated by transformation gains to lead a digital platform to an exponential growth in students' productivity. Implementation of an effective compliance framework in place [4]. Ensured transparent process workflow from various levels. Facilitated disciplined problem-solving approach with an end-to-end review lifecycle automation.

B. Focus on Pedagogy

For dynamic figuring out how to happen, understudies should be locked in. Heutagogy is one method for portraying this however turning into a self-decided student is likewise supported by other complex cycles and improvements. These incorporate having organization over one's learning and twofold circle realizing, which empowers students to consider both what is realized and their own convictions, values, and practices [5]. These characteristics are fundamental for the conveyance of safe consideration in the complex, and sometimes eccentric field. Nonetheless, the exploration recommends that inside instruction organization and selfassurance might be misinterpreted [6]. Provided that this is true, how might they be cultivated in students, particularly in a setting where student participation is much of the time obligatory and proficient bodies' meanings of capability might be unmistakable? This is where computerized change could give an influence to advance. The examination will utilize this to reply:

- The examination discoveries on the age of student organization in changed computerized schooling.
- Investigate potential approaches to working with the advancement of student organization and self-decided learning in teaching methods.

C. Work Integrated Learning

Work-incorporated learning is at the core of numerous Higher Education (HE) student employability techniques in today's parlance using AI enabled study mechanism. The term 'work based learning' will in general allude to organized learning open doors, furnished by or in association with managers, that occur inside work environment settings and settings [7]. This can

Manuscript received April 30, 2024; revised June 28, 2024; accepted July 2, 2024; published January 22, 2025.

incorporate degree apprenticeships, work situations, and temporary positions, which can be coordinated with the instructing furthermore, learning is given inside the setting of the HE in various ways and to various degrees. The terms 'work situation' and 'entry level position' are now and again utilized between variably, and once in a while recognized each other as per whether the work included is compensated. Both can happen in curricular or extracurricular arrangement. The term 'work coordinated learning', however, is a lot more extensive [8]. It very well may be viewed as a range, with expertly situated, situation based, mimicked learning exercises and false consultancy toward one side (the finish of the range closest to work-based learning), and short in-curricular learning exercises which by implication improve employability at the opposite end, with a variety of extra-, co-and in-curricular employability-related exercises and in the middle between [9]. There is definitely some crossover between satisfied on work-coordinated learning and content on parts of arrangement introduced somewhere else in this audit, and specifically with reflection on disparities according to situation access, encounters, and results, and content on non-implanted versus inserted arrangement [10].

D. Transformation Gains Researched

The work begins with an assertion of the review rehearses and investigates estimating and proportions of employability, evaluation development, and evaluation pertinence in employability learning, abilities. characteristics, and work market needs [11]. Also, profession arranging, the implanted or non-installed nature of employability learning through advanced AI techniques, co-plan and association in employability arrangement, work-incorporated learning, entrepreneurial and Tech/AI skills and direction, and transnational understudies, portability and employability learning for differential open doors. Evaluative conversation of the writing on these topics is 'bookended' with two additional topical segments - an initial conversation on hypothesizing employability, and an end conversation on scrutinizing/conceptualizing employability [11]. These topical bookends effectively help perusers to remember the associations between the center writing talked about in the audit and the more extensive assortment of work on employability in the various spaces and then some. The work closes with a reflection on constraints and the framing of certain ends and suggestions. These are progressed tentatively in acknowledgment of the significance of setting and domain application to counterpart with regards to embracing employability drives and educational methodologies, and while articulating on the viability and effect of results [11].

II. LITERATURE FOCUS

While the writing that shapes the focal point of this audit is generally exact in nature, as benefits an accentuation on 'what works', a portion of the material in the survey time frame is worried about the hypothetical outlining of employability, drawing in with existing originations and sometimes offering new ones. This hypothetical material structures the 'bookends' to our audit which closes with the conversation of late evaluates of the employability plan, and which opens here with thought of how to utilize capacity is as of now hypothesized and situated [12]. A vital beginning stage for the overwhelming majority of the more hypothetical investigations in our dataset is Human Resources Hypothesis [12] Gotten primarily from the essential work of Becker on Human Capital Theory (HCT) should be visible to support the current 'standard' perspective on employability and such is the impact that where elective perspectives are verbalized, these will generally be characterized as opposed to it [12]. The standard view lies with the understanding that employability contains "the singular substance that makes an individual fruitful in the work market" and consequently expects to be the "consensual and enabling nature of employability" [12]. This view centers around student accomplishment of explicit abilities, Tech/AI skills, and all the more as of late, graduate credits and results, and can oblige more functionalist, miniature financial and thin meanings not entirely settled by the business pace of graduates [13].

A. Measuring HE Employability

In general, writing on this topic can be partitioned into two chief strands. The first is worried about looking for relationships between particular parts of in-course arrangement (like work positions, temporary jobs, or global portability) and employability results [13]. The subsequent strand, less broad in the writing because of reasons that will become obvious, takes a more extensive concentration and tries to manufacture correlations between a lot bigger classes of examination like the connection between program decision and employability results, or the differential profit of unmistakable gatherings of understudies while fragmented by such segment qualities as orientation, social foundation, and earlier capabilities [13]. By and large, concentrates on in this subsequent classification will include more noteworthy longitude and will draw upon extremely significant datasets including public studies and factual information caught for revealing purposes. We will manage the more unambiguous strand of concentrates first [13].

B. Integration of AI as In-Course Provision

A further curricular component whose influence scientists have tried to quantify during the survey time frame is the arrangement of worldwide versatility open doors to understudies as a feature of their opportunity for growth. To propose assessment of the results from Spanish students' support in the long-laid out Erasmus versatility plot (accessible to EU understudies) [14]. Maybe like the 'esteem added measurements' undeniably utilized by HE institutions to quantify genuine degree fulfillment comparative with anticipated achievement in light of passage profile, Iriondo utilized Penchant Score Matching to come to his end results and to develop a differential score for each study member in view of the inquiry "What might the work circumstance of an Erasmus graduate have been in case of not having partaken in the program?" [14]. Utilizing the proportions of business dynamics in terms of the latest tech like AI and compensation level, the investigation discovered that valuable results were not generally prompt for the example concentrated yet that "in the medium term, Erasmus programs truly do essentially emphatically affect the possibilities of ongoing alumni, who as far as pay had the option to order pay rates that were 10-12 percent higher than their partners". It found similar positive results for Australian students getting temporary jobs abroad [14]. One more element of in-course arrangement whose effect has been likely to measurement in the survey period is the chance for interdisciplinary learning opportunities across the board with enhanced AI Integration. A precise survey and meta-examination of undertaking based interdisciplinary learning potential open doors in undergrad science certificates uncovered various suggestive examples, including the deduction that interdisciplinary learning fortunate ties get formative increases cross-group correspondence and cooperation: "When ventures have more noteworthy interdisciplinary broadness or profundity, saw student employability expertise acquires increment" [14].

C. Data Measuring Patterns and Trends

The more modest classification on the post-2016 writing on estimating employability comprises huge scope accomplice concentrates on which investigate long haul patterns or connections and correspondences in significant datasets. Here the spotlight tends not to be on a particular component of the students' insight or educational methodology yet rather includes more extensive scale examination of whether enrollment of a specific segment gathering or ownership of a specific arrangement of student qualities seems to connect with explicit vocation results as caught in a huge dataset [15]. For instance, an examination conducted a longitudinal report (outlining a significant period) on the apparent mastering gain and graduate results of Widening Participation (WP) understudies moving on from a Scottish HE institute games science programs over the period 2000-2015. The review found the uplifting pattern that WP understudies continually showed equivalent outcomes to their non-WP partners over the time of examination as far as achieving great certificates and graduate level work jobs [15]. Relatedly, one more investigated the business results of common laborers, and original college understudies in Canada in a review that was hypothetically shaped by thoughts of various types of students and graduate resources. That's what the investigation discovered "common alumni battle with the turn of events and assembly of social and individual capital in the quest for work". Zeroing in on one more student trademark as a corresponding measure, one investigated whether any unmistakable examples were clear in the work results between public understudies. Drawing on an example of the north of 14,000 alumni of US colleges (14% of whom concentrated as global understudies), the creators found that at their given

registration point, "unfamiliar conceived graduates (i.e., with brief status or extremely durable status) had tantamount or improved results than American conceived graduates regarding work and income" [15].

D. Graduate Attributes and Transferable Skills in AI Age

A review has exhibited the beneficial outcome of featuring specific alumni credits for understudies undertaking situations as a component of their certificate. By putting expectant weight on specific credits, it was found that understudies in this way "have an expanded propensity to approach their position encounters as far as graduate credits, as well as center abilities created in the educational plan" with the anticipated useful impact of their being better capable "to express their abilities in a more unequivocal and substantial way and track down proof for their turn of events" [16]. Complementarily, as referenced the worth of valid evaluation errands (showing high applicability and pertinent to work environment) in emphatically impacting the advancement of graduate credits. With a specific spotlight on such properties as "decisive reasoning and critical thinking, self-guideline, computerized education, cooperation and correspondences abilities, multicultural capability, too sympathy and empathy", the scientists drew in a little partner of students at the Open College in Sri Lanka [17]. Their review managed the cost of a sound reason for finishing up: "When evaluation exercises are true, they can possibly prompt the improvement of positive Graduate Attributes (GA)." [18]. The review would likewise warrant the further case that such evaluations additionally help students in the distinguishing proof and verbalization of these traits, taking responsibility for language in which GA is outlined.

Concentrate on intriguingly arranged transferable/adaptable abilities in the more speculated setting of "organized spaces of learning and the hypothesis of connectivism learning" [18]. In this way theorized, the creators' investigation of a 'organized homeroom' in an Australian college in Singapore offers a few intriguing headings of movement for duplicating parts of the business climate in the scholastic setting. At long last, in an equivalent vein, an examination with north of 1500 experts' understudies in Finland laid out that where a cap-stone work-based learning project is filled in for a conventional composed paper, the advantages can be both individual and group, remembering increments for human and scholarly capital, and hierarchical knowledge [18]. Today with the advanced apparatuses and AI these are displayed to draw in and supplant conventional practices.

III. MATERIALS AND METHODOLOGY

This review centers around peer-investigated diary articles on employability inside high-er instruction which present and additionally examine proof of effect – that is, on 'what works' [19]. Our reasoning for restricting the survey to peer-inspected diary articles was triple: the course of friend audit guarantees a level of outer quality control; diary articles are bound to incorporate digests which are amiable to being examined into a common accessible dataset; and the dataset created through these imperatives is of a sensible size, introducing a delegate preview of current grant by means of a functional, usable asset. All things were surveyed and included or prohibited in view of examination of the theoretical practice [19].

A. Dataset

Within the search parameters peer reviewed and written in English, the search employed the terms 'higher education' + 'employability' + 'evidence', and 'university' + 'employability' + 'evidence' + NOT 'higher education' (each term being in 'any field'), covering the period for last 5 years [19].

In terms of coverage, the search period therefore overlaps slightly with the Advance HE 2012–2016 review, the dataset of which includes 20 journal articles from 2018. The search returned a total of 6500 items.



Fig. 1. Dataset domains.

Those included were categorized into three domains: Demonstrable Impact (DI), Emerging Impacts and Evaluations (EI&E), and Broader Horizons (BH) (see Fig. 1 for a diagrammatic representation). Table I outlines the criteria by which these three domains are distinguished.

TABLE I. DEFINING THE DOMAINS OF THE DATASET

Literature Domain	Descriptor
Demonstrable Impact	Peer-explored diary articles on employability in HE in which there is essential information proof gathered of a verifiable effect (whether positive or negative) between employability related strategy or potentially practices, and student results, regardless of the degree of the proof base or level of cross-referring to surviving work (in this manner including more limited size studies, discoveries well defined for one associate and additionally disciplinary regions and inducement of AI techniques in impactful study) [20].
Emerging Impacts and Evaluations	Peer-surveyed diary articles on employability in HE which include or introduce essential information proof in a wide assortment of faculties, yet not proof of verifiable im-settlement (whether positive or negative) between employability related strategy or potentially practices, and students' results explicitly [20].
Broader Horizons	Peer-explored diary articles on employability in HE that is more propositional in character, offering theorization, model creation, and additionally confirmation, and more extensive conversation of academic, social, and technical/soft skill elements, and which might possibly include proof yet which don't include or introduce essential information proof [21].

B. Data Coding

Having concurred and aligned the survey group's common perspective of these classes, an example of each colleague's determination and arranging of profits into the three spaces was explored partially through the cycle to check for between commentator's unwavering quality and consistency. While this consistency was for sure manifest, it is essential to perceive that a level of subjectivity is fundamentally inborn in these classifications and that the idea of 'obvious effect', while apparently unbiased, can be thoughtfully stacked, and may rely upon suspicions made by the creators [21].

The number of database returns, and the number of items selected for inclusion in the final dataset, is broken down by year and by domain as follows: Demonstrable Impact n = 146; Emerging Impacts and Evaluations n = 287; and Broader Horizons n = 147 (see Fig. 1). Once collated, all included items (n = 580) were then subject to a manual process of coding using grounded theory. Internal consistency of the coding process was checked and established by the research team engaging in iterative

cross-coding of 25% of the items with subsequent review and confirmation, re-coding or re-allocating items where necessary.

IV. REVIEW AND RESULTS

This review centers around peer-investigated diary articles on employability inside high-er instruction which present and additionally examine proof of effect – that is, on 'what works'. Our reasoning for restricting the survey to peer-inspected diary articles was triple: the course of friend audit guarantees a level of outer quality control; diary articles are bound to incorporate digests which are amiable to being examined into a common accessible dataset; and the dataset created through these imperatives is of a sensible size, introducing a delegate preview of current grant by means of a functional, usable asset. On fruition of the coding, arising designs in frequencies of and connections between codes were utilized to recognize subjects. For correlation, Fig. 2 presents the five most continuous codes in every space and in the dataset overall.

Most frequent codes	Demonstrable Impact	Emerging Impacts and Evaluations	Broader Horizons	Whole dataset
1st (most frequent)	Skills/attributes/ identities (n=49)	Skills/attributes/ identities (<i>n</i> =90)	Critiquing/ conceptualising 'employability' (<i>n</i> =49)	Skills/attributes/ identities (<i>n</i> =175)
2nd	Work-integrated learning (<i>n</i> =41)	Skills gap/ alignment - labour market needs (<i>n</i> =50)	Skills/attributes/ identities (<i>n</i> =36)	Work-integrated learning (<i>n</i> =104)
3rd	Entrepreneurial intent/mindset/ competences (n=21)	Work-integrated learning (<i>n</i> =45)	Skills gap/ alignment - labour market needs (<i>n</i> =34)	Skills gap/ alignment – labour market needs (<i>n</i> =94)
4th	Graduate earnings/job satisfaction/career success (<i>n</i> =15)	Career planning/ support (<i>n</i> =37)	Work-integrated learning (<i>n</i> =18)	Critiquing/ conceptualising 'employability' (<i>n</i> =76)
5th	Inequalities and differential opportunities (<i>n</i> =14)	Measuring employability (<i>n</i> =35)	Entrepreneurial intent/mindset/ competences (<i>n</i> =13)	Measuring employability (n=53) AND Career planning/ support (n=53)

Fig. 2. High frequency codes across the domains and the dataset.

Fig. 3 beneath presents a guide of the codes and their relationship to the subjects. The dull featured codes are the outperformers in view of survey. The subjects have directed the design of this audit with 'Arrangement' being dependent upon some subdivisions in the conversation given the degree of that topic's extension. important The point by point codes (dim cosmetics featured/outperformers) converting into

various subjects of the above Fig. 3 are presently recorded in Table II.



Fig. 3. Map of codes and themes.

TABLE II. CODE DESCRIPTORS

Code	Code Content
Entrepreneurial intent/mindset/competences	Business training (inserted or non-installed); understudies development of innovative purpose, an entrepreneurial outlook, and additionally business entrepreneurial abilities [21].
Inequalities and differential opportunities	Disparities corresponding to orientation, race, capacity, identity, different financial groupings, and so on and incorporates employability-related inspirations to do degree, admittance to/commitment with employability and work-coordinated getting the hang of during degree, and post-degree employability encounters (work deface ket passage, profit, admittance to work) [21].
Skills (Tech)/attributes/identities	Employability abilities as well as graduate credits or potentially understudies' self- idea as employable experts (e.g., pre-proficient characters) [21].
Work-integrated learning	Work-based learning pragmatic through advanced discussions and case labs (counting entry level positions and work arrangements), live tasks, chipping in, and further extra-educational plans, co-educational plans, and in-educational programs exercises which are intended to improve employability and so forth [21].

All in all, the code recurrence diagram traversing across the spaces is plotted for clearness to grasp the spread of the codes. Through this, the planning of codes and the area importance become more relevant for application and creation of efficient results. Please refer the Fig. 4 for the code diagram.



Fig. 4. Code frequencies chart.

It could be interpreted that particularly in the 'bookend' discussions, the authors occasionally refer to selected relevant material beyond the scope of the search strategy, including:

- (1) Few proof based, peer-evaluated diary articles on employability in HE which were distributed inside the predetermined time span, which didn't appear in the Performance search yet which are referred to among the things remembered for the dataset [21].
- (2) Few instances of pertinent huge and powerful grants in designs other than peer explored diary articles (i.e., reports, strategy papers), proof based etc., which are referred to among the things remembered for the dataset, or of which the writers knew through earlier more extensive perusing and exploration. Material of this sort can be recognized in the reference list by showing that all things from the dataset are introduced with a mark [22].

V. CONCLUSION

While the paper that shapes the focal point of this audit is generally exact in nature, as befits an accentuation on 'what works', a portion of the material in the survey time frame is worried about the hypothetical outlining of applications of AI in Education for Enhanced Learning and Employability, drawing in with existing originations and sometimes offering new ones. This hypothetical material structures the 'bookends' to our survey which closes with the conversation of late studies of the employability plan, and which opens here with thought of how to utilize capacity is at present theorized and positioned.

The hypothetical reach set out above is caught in the latest meaning of employability proposed by Advance HE as a fundamental to the refreshing of the Structure for Embedded Employability in Higher Education with the help of Tech and AI (the present literature review partly contributes to its evidence base). This definition mirrors the impact of examination over the most recent twenty years in contending for the need to expand the transmit of Human Capital Hypothesis (HCT) and draw in with a more extensive arrangement of aspects of employability influencing understudies and graduates past the fulfillment and execution of a particular work. It likewise flags a change in jargon towards language utilized more via vocation direction experts, for example, 'profession', 'life changes', more extensive ideas of 'progress' - as opposed to 'employability' - and consolidates a scope of accomplishments got at college past unambiguous not set in stone by businesses.

Advance HE in line with the latest AI skills is implanting employability as giving the valuable open doors to develop the information, AI Tech abilities, of behaving, encounters, ways characteristics, accomplishments, and perspectives that empower graduates to make effective changes helping them, the economy, and their networks. All partners, including scholastic and support staff, understudies, vocations benefits, understudies' associations, and businesses, play a part to play in implanting employability and ought to be urged to participate in and be involved in doing as such. Employability ought to be incorporated into the way of life of the institution with the help of technology. With this sign of the rising lavishness of hypothetical framings of employability as a main priority, we presently go to the first of our substantive thematic categories - the subject of evaluation or estimation of employability learning in effective higher education.

CONFLICT OF INTEREST

The author declares no conflict of interest.

FUNDING

This research was funded by IU University of Applied Sciences.

REFERENCES

[1] C. Kwok, "Managing uncertainty in the career development of emerging adults: Implications for undergraduate students,"

Australian Journal of Career Development, vol. 27, no. 3, pp. 137-149, Jan. 2018.

- [2] B. Wrye, C. Chafin, and C. Higginbotham, "Creating a win-win: Designing and implementing mutually beneficial collaborations between community organizations and academic programs," Education + Training, vol. 61, no. 5, pp. 605-621, 2019.
- [3] M. Jakubik, "Enhancing human capital beyond university boundaries," Higher Education, Skills and Work-Based Learning, vol. 9, no. 2, pp. 434–446, 2019. Framework for Embedding Employability in Higher Education,
- [4] York: Advance HE, 2013.
- R. Bejinaru, "Assessing students' entrepreneurial skills needed in [5] the knowledge economy," Management and Marketing, vol. 13, no. 3, pp. 1119-1132, 2018.
- M. Yorke, "Employability: Aligning the message, the medium and [6] academic values," Journal of Teaching and Learning for Graduate Employability, vol. 1, no. 1, pp. 2-12, 2010.
- [7] R. Dearing, Higher Education in the Learning Society (The Dearing Report), London: HMSO, 1997.
- [8] M. Gibbons, C. Limoges, H. Nowotny, S. Schwartzman, P. Scott, and M. Trow, The New Production of Knowledge, London: Sage, 1994.
- [9] R. J. Robinson, "Can project management processes be used to structure active learning tasks?" 100 Ideas for Active Learning, 2022
- [10] M. Tomlinson and D. Jackson, "Professional identity formation in contemporary higher education students," Studies in Higher Education, vol. 46, no. 4, pp. 885-900, 2021.
- [11] R. Ajjawi, J. Tai, T. L. H. Nghia, D. Boud, L. Johnson, and C.-J. Patrick, "Aligning assessment with the needs of work-integrated learning: The challenges of authentic assessment in a complex context," Assessment and Evaluation in Higher Education, vol. 45, no. 2, pp. 304-331, 2020.
- [12] S. J. Lee, S. Kim, and J. Jung, "The effects of a master's degree on wage and job satisfaction in massified Higher Education: The case of South Korea," Higher Education Policy, vol. 33, no. 4, pp. 637-665.2020.
- [13] S. Karunanayaka and S. Naidu, "Impacts of authentic assessment on the development of graduate attributes," Distance Education, vol. 42, no. 2, pp. 231-252, 2021.
- [14] S. O'Leary, "Gender and management implications from clearer signposting of employability attributes developed across graduate disciplines," Studies in Higher Education, vol. 46, no. 3, pp. 437-456, 2021.
- [15] Y. Novakovic, "Researching longstanding graduates: Towards an enriched concept of the value of higher education," Cambridge Journal of Education, vol. 49, no. 6, pp. 757-770, 2019.
- [16] T. Xia, H. Gu, Y. Huang, Q. Zhu, and Y. Cheng, "The relationship between career social support and employability of college students: A moderated mediation model," Frontiers in Psychology, vol. 11, 2020.
- [17] D. Grant-Smith and P. McDonald, "Planning to work for free: Building the graduate employability of planners through unpaid work," Journal of Youth Studies, vol. 21, no. 2, pp. 161-177, 2018.
- [18] M. Tomlinson, J. Enders, and R. Naidoo, "The teaching excellence framework: Symbolic violence and the measured market in higher education," Critical Studies in Education, vol. 61, no. 5, pp. 627-642, 2020.
- [19] S. Norton and R. Dalrymple, Employability: Breaking the Mould, York: Advance HE, 2021
- [20] F. Christie, "The reporting of university league table employability rankings: A critical review," Journal of Education and Work, vol. 30, no. 4, pp. 403-418, 2017.
- [21] M. York and P. Knight, Embedding Employability into the Curriculum, York: Higher Education Academy, 2006.
- [22] N. Durazzi, "Opening universities' doors for business? Marketization, the search for differentiation and employability in England," Journal of Social Policy, vol. 50, no. 2, pp. 386-405, 2021.

Copyright © 2025 by the authors. This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited (<u>CC BY 4.0</u>).