

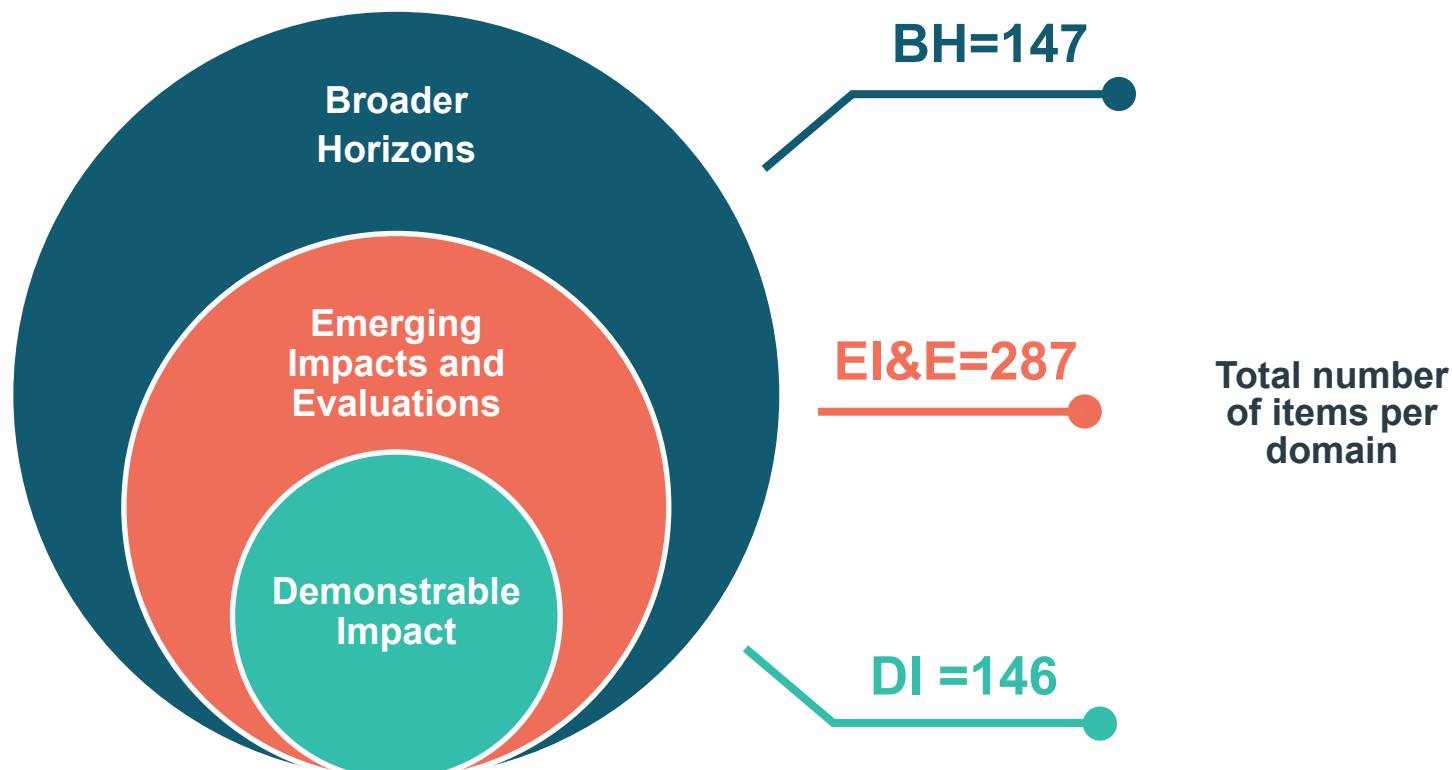
Student Success

Employability: a review of the literature 2016-2021

As part of our Connect Benefit Series for 2021-22, our Student Success longitudinal project focuses on embedding employability in higher education (HE). This infographic shares some details from the employability literature review 2016-2021 which forms part of this project.

The dataset domains

The literature review focuses on peer-reviewed journal articles on employability within HE which present and/or discuss evidence of impact. The journal articles included were categorised into three domains.



Demonstrable Impact: Peer-reviewed journal articles on employability in higher education 2016-2021 in which there is primary data evidence collected of a demonstrable impact (whether positive or negative) between employability-related policy and/or practices, and student outcomes, irrespective of the extent of the evidence base or degree of cross-referencing to extant work (thereby including smaller scale studies, findings specific to one cohort and/or disciplinary areas).

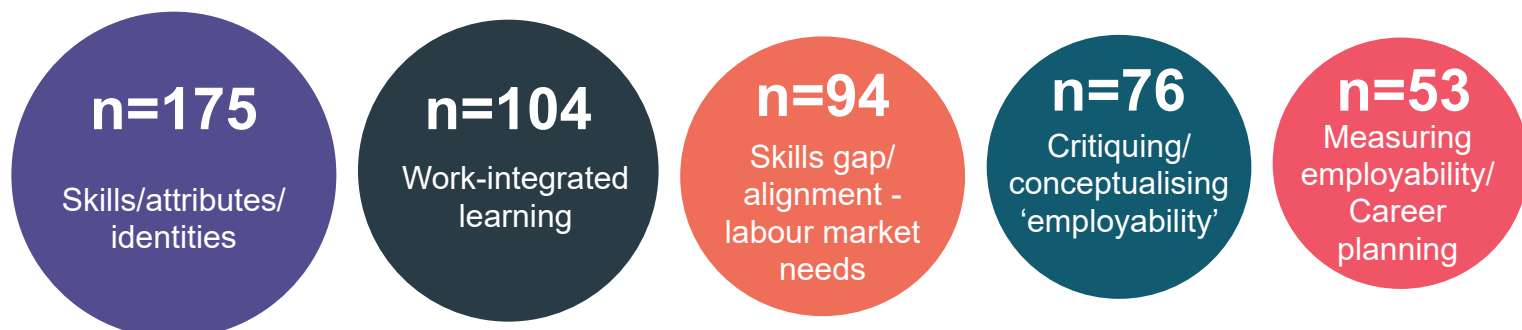
Emerging Impacts and Evaluations: Peer-reviewed journal articles on employability in higher education 2016-2021 which involve or present primary data evidence in a wide variety of senses, but not evidence of demonstrable impact (whether positive or negative) between employability-related policy and/or practices, and student outcomes specifically.

Broader Horizons: Peer-reviewed journal articles on employability in higher education 2016-2021 that is more propositional in character, offering theorisation, model production and/or verification, and wider discussion of pedagogic, cultural and environmental factors, and which may or may not involve evidence but which do not involve or present primary data evidence.

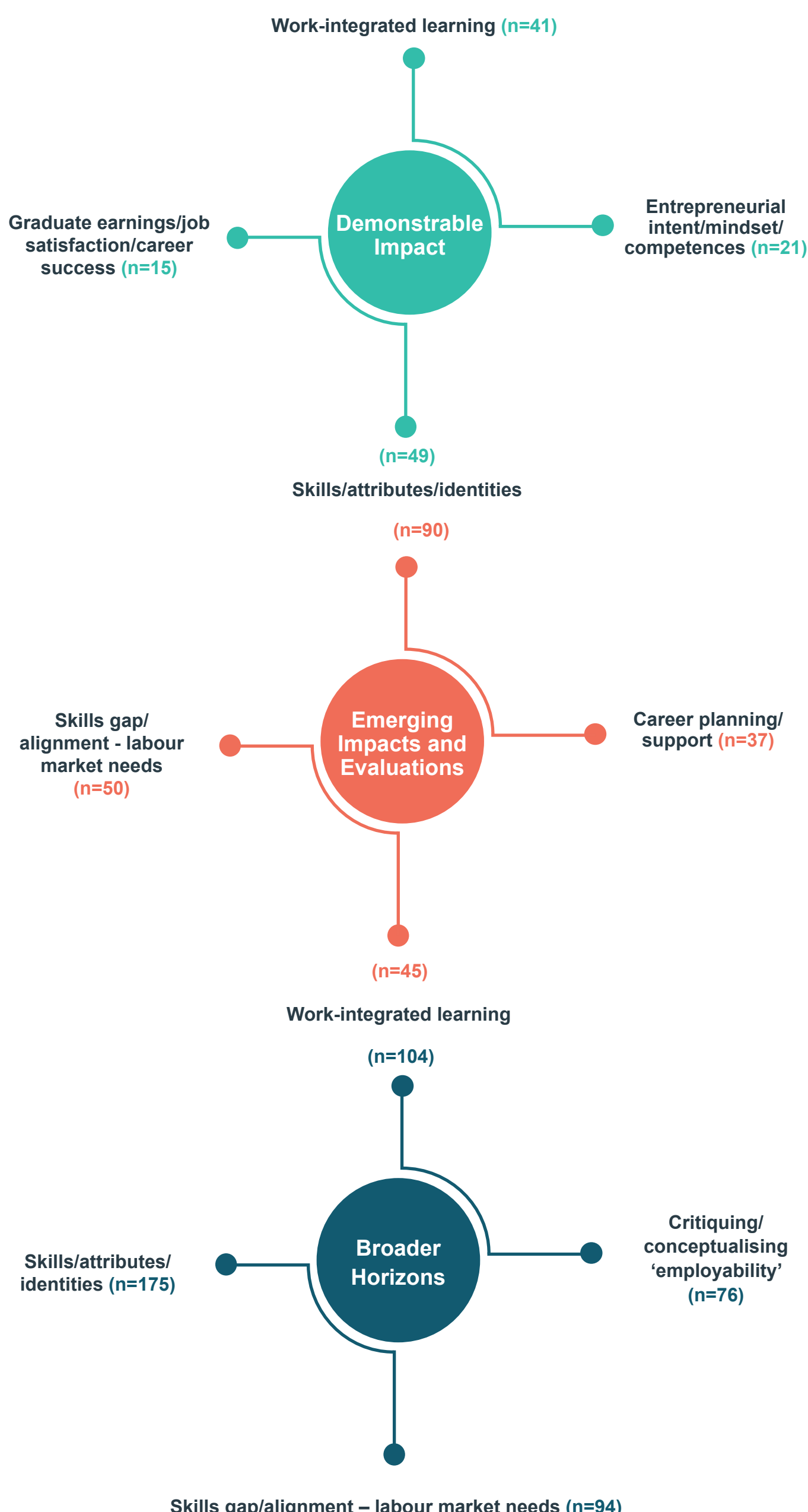
Codes and themes

Once collated, all included items (n=580) were subject to a manual process of coding using grounded theory. On completion of the coding, emerging patterns in frequencies of and relationships between codes were used to identify themes which guided the structure of this review.

Most frequent codes

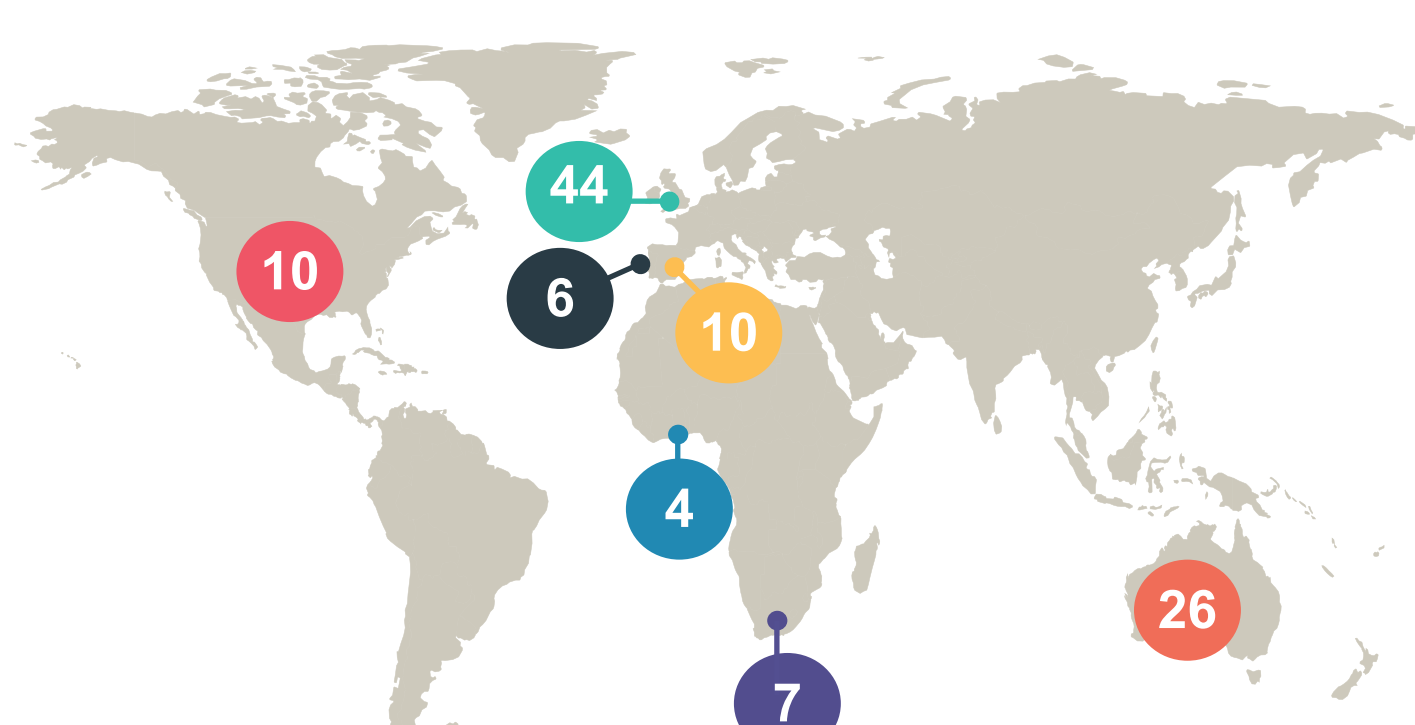


Most frequent codes across Domains



National contexts of studies (DI domain)

The national context of each article (ie the countries in which the studies took place), the most frequent being: UK, Australia, Spain, USA, South Africa, Portugal and Ghana.



[Access the literature review and to find out more about the Student Success longitudinal project and the Connect Benefit Series](#)