# Article information:

Full article: Re-imagining employability: an ontology of employability best practice in higher education institutions  
<https://www.tandfonline.com/doi/full/10.1080/13562517.2019.1670637>

# Article summary:

1. This article examines the concept of employability in higher education institutions and explores whether it is synergistic with or contrary to the academic curriculum.

2. Employability has become a focus in higher education due to factors such as globalization, increasing student numbers, and skills shortages in the job market.

3. The article argues that an entrepreneurial spirit offers a way to approach employability that is complementary to the academic endeavor, rather than in opposition to it.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Re-imagining employability: an ontology of employability best practice in higher education institutions" provides an analysis of employability best practices in higher education institutions (HEIs) and explores the relationship between employability and academic goals. While the article raises some important points, it also exhibits potential biases, one-sided reporting, unsupported claims, missing evidence, and unexplored counterarguments.

One potential bias in the article is its focus on the entrepreneurial spirit as a new approach to employability. The author argues that employability should be seen as complementary to academic endeavors rather than in opposition to them. However, this perspective neglects other valid approaches to employability that may prioritize different skills or values. By emphasizing entrepreneurship as the solution, the article may overlook alternative perspectives on what constitutes valuable employment skills.

Additionally, the article presents a one-sided view of the relationship between employability and academic goals. It suggests that critical approaches to higher education have conceptualized a binary opposition between employability and academic goals. However, it fails to acknowledge that there are nuanced perspectives within academia that recognize the importance of both academic knowledge and practical skills for students' future success.

Furthermore, the article makes several unsupported claims without providing sufficient evidence or references. For example, it states that globalisation and the knowledge economy have caused an increased focus on employability in HEIs without offering any empirical data or research studies to support this claim. Similarly, it asserts that graduate employability has become a publicly reportable statistic without providing any evidence for this statement.

The article also lacks exploration of counterarguments or alternative viewpoints. It presents a narrow perspective on how employability should be conceptualized and delivered within HEIs without considering differing opinions or potential drawbacks of certain approaches. This limits the depth of analysis and undermines the credibility of the arguments presented.

Moreover, there is a lack of consideration for potential risks or negative consequences associated with prioritizing employability in higher education. The article primarily focuses on the benefits of enhancing graduate employability without addressing potential drawbacks, such as the potential devaluation of academic knowledge or the impact on students' overall educational experience.

In terms of missing evidence, the article does not provide specific examples or case studies to support its claims about best practices in employability. It mentions studies conducted in Australia and Greece but does not provide any details or findings from these studies. This lack of concrete evidence weakens the article's arguments and leaves readers questioning the validity of its claims.

Overall, while the article raises important questions about employability in higher education, it exhibits biases, one-sided reporting, unsupported claims, missing evidence, unexplored counterarguments, and a lack of consideration for potential risks. A more balanced and evidence-based analysis would strengthen the arguments presented and provide a more comprehensive understanding of employability in HEIs.

# Topics for further research:

* Alternative perspectives on employability in higher education institutions
* Critiques of the entrepreneurial approach to employability
* Nuanced perspectives on the relationship between employability and academic goals
* Potential risks and negative consequences of prioritizing employability in higher education
* Case studies on best practices in employability in different countries
* Empirical research on the impact of globalization and the knowledge economy on employability in higher education institutions

# Report location:

<https://www.fullpicture.app/item/0659b2c84e5c7fada86eb16b07a53c3f>