



Learning Portfolio Design for Demonstrating Transferable Skills

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Abstract

Universities increasingly expect graduates to demonstrate not only disciplinary knowledge but also transferable capabilities such as communication, teamwork, critical reasoning, problem solving, digital competence, leadership, self-management, creativity, and adaptability. A persistent difficulty is that students may develop these capabilities across courses, projects, employment, placements, volunteering, extracurricular participation, and community engagement without being able to identify or convincingly communicate how the learning transfers to a new academic or professional context. Contemporary labor-market developments make this problem increasingly important. OECD analysis published in 2020 and 2022 describes a growing movement toward skills-first labor-market practices in which skills visibility can reduce information frictions between candidates and employers, while degrees alone can provide relatively coarse information about specific capabilities.

This paper develops an Evidence-Mapped Learning Portfolio Framework for demonstrating transferable skills in higher education. The framework treats a learning portfolio as more than a digital archive of completed work. Each important skill claim is connected to a contextualized experience, selected artifact, explanation of the student's contribution, reflective analysis, evidence of feedback or validation, and an explicit transfer statement describing how the capability could be applied in another setting. Recent e-portfolio scholarship supports the value of portfolios for reflection, authentic assessment, professional identity, and employability, while also identifying implementation barriers when portfolio purposes, assessment expectations, technology, or institutional support are unclear.

A conceptual-methodological design is supported by transparent simulated analysis comparing four portfolio configurations: Artifact Archive, Reflective Learning Portfolio, Skills-Mapped Portfolio, and Evidence-Mapped Transfer Portfolio. The latter produces the strongest simulated profile across evidence specificity, transferable-skill visibility, employer readability, and reflective depth. These values are illustrative rather than observed student outcomes. The study argues that transferable skills become credible when learners can answer four questions: What did I do? What evidence demonstrates it? What did I learn about the capability? Where else can I apply it? Portfolio effectiveness therefore depends on evidence quality and interpretive reasoning rather than the quantity of uploaded artifacts.

Keywords: learning portfolio, e-portfolio, transferable skills, graduate employability, authentic assessment, reflective practice, skills evidence, professional identity, career readiness, higher education



1. Introduction

Higher education increasingly operates in an environment in which completion of a degree does not by itself communicate the complete range of capabilities developed during university study. Students may acquire communication through presentations, teamwork through collaborative projects, problem solving through laboratories, project management through capstone assignments, intercultural competence through mobility experiences, leadership through student organizations, and adaptability through employment or community engagement. Yet these learning experiences often remain separated across modules and activities. OECD's recent skills-first labor-market work argues that conventional qualifications can provide relatively broad signals of capability, whereas more explicit skills information can reduce information frictions between workers and organizations. The educational challenge is therefore not only to develop transferable skills but also to help learners recognize, evidence, explain, and apply them.

Learning portfolios provide a potentially useful architecture for this task because they can connect products of learning with reflection on the processes through which those products were created. Yang and Wong's 2020 literature review shows that e-portfolios have been used in higher education for learning, assessment, reflection, documentation, and professional development, while also identifying significant implementation barriers and the need for deliberate pedagogical planning. Portfolio value consequently does not arise automatically from providing students with a digital platform. A folder containing reports, certificates, photographs, presentations, and project files may document activity without demonstrating the capabilities represented by those activities.

The distinction becomes especially important for transferable skills. Transfer means that a learner can recognize relevant knowledge or capability developed in one context and adapt it successfully to another. Reflection is central to this process because learners need to move beyond descriptions of completed activities toward analysis of what they learned, what decisions they made, how they responded to difficulty, and how the resulting capability could function elsewhere. Barr, Nabi, and Andrei's longitudinal study of reflective practice in work-based software engineering found increasingly sophisticated reflection across the duration of the program, including stronger integration, appropriation of skills, and reconstruction of experience for future practice. Advance HE's recent work on work-based learning similarly emphasizes reflection as a bridge through which students connect academic and workplace experience.

Portfolio design is also connected with authentic assessment. Zhan, Boud, and Du's 2025 scoping review argues that authentic assessment needs to reflect contemporary understandings of authenticity that extend beyond superficial imitation of workplace tasks and involve meaningful, context-sensitive assessment design. Vlachopoulos and colleagues' systematic review similarly links authentic assessment in higher education with the development of twenty-first-century capabilities through real-world or realistically situated tasks. Portfolios can preserve evidence from such tasks and give students an opportunity to interpret what those tasks demonstrate about capabilities that travel beyond the original module.

The present study develops an Evidence-Mapped Learning Portfolio Framework designed specifically around transferable skills. It distinguishes four progressively more developed portfolio models and argues that the strongest portfolio links experience, artifact, skill claim, reflective reasoning,



validation, and future transfer. The quantitative component is explicitly simulated because no institutional dataset or student sample was supplied. Accordingly, the paper does not claim measured employability gains. Its contribution is methodological: to provide a structured approach through which universities can help students transform dispersed learning experiences into credible, interpretable, and portable demonstrations of transferable capability.

2. Objectives of the Study

2.1 To Develop an Evidence-Based Architecture for Transferable-Skill Demonstration

The first objective is to establish a portfolio structure in which students cannot claim a competency merely by naming it. Each transferable-skill claim should be connected to an appropriate artifact and an explanation of how that artifact demonstrates the claimed capability.

The portfolio should therefore move beyond statements such as “I have strong teamwork skills.” A more defensible claim explains the team context, the learner's own contribution, decisions made, challenges encountered, feedback received, resulting outcome, and the evidence through which these assertions can be examined. This emphasis is compatible with wider skills-first labor-market developments in which skills need to become sufficiently visible and interpretable to improve matching between individuals and organizations.

2.2 To Strengthen Reflection and Skill Transfer Across Contexts

The second objective is to develop reflective prompts that help students move from experience recognition to transfer reasoning. Structured reflection should require students to identify what changed in their knowledge or behavior, what evidence supports that conclusion, what limitations remain, and which aspects of the learning can transfer to a new situation. Longitudinal research indicates that reflective capability can develop substantially over time when students repeatedly engage with structured reflection rather than completing isolated retrospective exercises.

2.3 To Improve Portfolio Readability for Academic and Professional Audiences

The third objective is to balance detailed learning reflection with concise external communication. Employers, assessors, academic advisers, placement supervisors, and students themselves may require different portfolio views.

Mitchell and colleagues' systematic scoping review of e-portfolios and graduate employability identified the importance of aligning portfolio content with employer expectations rather than assuming that artifacts meaningful to students or educators will automatically be useful to recruiters. An effective portfolio should therefore contain a rich developmental layer while also allowing a carefully curated showcase layer for external audiences.

3. Review of Literature

3.1 E-Portfolios as Learning, Reflection, and Authentic Assessment

Portfolio assessment has a longer history than contemporary digital platforms, but electronic portfolios expand the range of evidence that students can collect. Written assignments can be combined with presentations, videos, images, project documentation, certificates, code, designs, supervisor feedback,



reflective narratives, and links to public work. Yang and Wong's review identifies this multimodal and longitudinal capacity as one of the major reasons e-portfolios continue to attract interest in higher education.

Their review also demonstrates that implementation quality varies considerably. Challenges include student engagement, unclear purpose, technological difficulties, workload, assessment consistency, privacy, and insufficient institutional integration. These findings suggest that e-portfolios should not be introduced as isolated educational technology. Students require a clear explanation of why portfolio work matters and how it relates to learning, assessment, employability, and professional development.

Zainuddin and colleagues' 2026 research on e-portfolios as authentic assessment in pre-service teacher education provides a more recent illustration. Their work examines reflective learning, professional identity, and digital preparedness and reports the continued value of e-portfolios beyond the immediate assessment event. Such continuity is especially relevant for transferable-skill development because a strong portfolio should document progression across time rather than present only polished final outcomes.

Authentic assessment strengthens this portfolio function by generating artifacts that have meaningful interpretive value. Zhan, Boud, and Du's review emphasizes that authentic assessment design should consider relevance, contextual complexity, social relationships, and the ways assessment connects with learning beyond university. A portfolio constructed predominantly from conventional recall assessments may contain technically valid academic evidence but provide relatively little evidence of communication, collaboration, decision making, creativity, leadership, or adaptive problem solving.

3.2 Reflection as the Mechanism Connecting Experience with Transfer

Transferable skills cannot be demonstrated adequately through artifacts alone because an artifact seldom explains the student's reasoning or contribution. A high-quality group presentation, for example, may demonstrate excellent teamwork—or it may conceal substantial inequality of contribution. Reflection helps establish the interpretive link between activity and capability.

Mello and colleagues' work on structured reflective processes found that formalized reflection can support students in recognizing employability-related learning arising from experience. Barr, Nabi, and Andrei's longitudinal analysis further demonstrates that students can develop more sophisticated forms of reflective practice over an extended work-based program, including the ability to reconstruct experience in ways that inform future action.

This distinction is central to transfer. Descriptive reflection asks, *What happened?* Analytical reflection asks, *Why did it happen and what did I learn?* Transfer-oriented reflection goes further by asking, *Under which conditions can this capability be used again?* A portfolio designed around transferable skills should therefore not end with lessons learned. It should require students to formulate prospective application.

3.3 Employer Readability and the Translation of Learning into Skills Evidence

A portfolio can be academically sophisticated while remaining difficult for an employer to interpret. This occurs when students upload complete assignments without explaining their relevance, use



discipline-specific language unfamiliar to external audiences, provide no indication of their own contribution, or create very large collections that require significant time to navigate.

Mitchell and colleagues' scoping review specifically examined the relationship among students, educators, employers, and e-portfolios and argued for closer alignment between portfolio practice and employer expectations. Earlier employer-focused e-portfolio work has similarly shown that employers may recognize portfolio value but require concise, navigable evidence rather than extensive developmental material.

This problem has become more relevant as labor-market information practices shift toward skills visibility. OECD's 2020 skills-signaling report documents increasing interest in mechanisms that make skills explicit rather than forcing employers to infer them exclusively from education and job titles. The OECD's 2021 skills-first report similarly argues that clearer skills signals can improve matching efficiency and reduce information frictions.

A portfolio can contribute to this process when it functions as an evidence layer beneath the résumé. The résumé makes the concise claim; the portfolio allows the claim to be examined. Instead of simply stating “project management,” the learner can provide selected planning documents, explain decision making, identify constraints, include supervisor feedback, and articulate how the same capability would transfer to a different professional project. This layered architecture preserves concision without reducing skills claims to unsupported keywords.

4. Research Methodology

4.1 Research Design

This study adopts a conceptual-methodological design with simulation-based comparative analysis. No student participants were recruited, no employer survey was conducted, and no real portfolio artifacts were scored.

The framework was developed through synthesis of current literature on e-portfolios, authentic assessment, reflective practice, transferable-skill development, employability, and skills signaling. Particular emphasis was given to recent evidence concerning e-portfolio implementation, portfolio-based authentic assessment, longitudinal reflection, and alignment with employer expectations. The simulation is intended to demonstrate how alternative portfolio designs might be evaluated, not to provide empirical estimates of portfolio effectiveness.

4.2 Evidence-Mapped Learning Portfolio Framework

The proposed model contains seven linked elements.

Table 1: Proposed Learning Portfolio Framework for Transferable-Skill Demonstration

Portfolio Element	Core Question	Recommended Evidence	Transfer Function
Experience Context	Where and under what conditions did the learning occur?	Module, project, placement, employment, volunteering, research or extracurricular context	Establishes situational meaning



Portfolio Element	Core Question	Recommended Evidence	Transfer Function
Transferable-Skill Claim	Which capability is being demonstrated?	Clearly defined communication, teamwork, problem solving, leadership, digital competence, adaptability or related skill	Converts activity into a specific capability claim
Selected Artifact	What tangible evidence supports the claim?	Report, presentation, design, code, project plan, analysis, video, prototype or documented output	Grounds the claim in observable evidence
Contribution Statement	What did the learner personally do?	Role description, decisions, responsibilities and individual contribution	Prevents group artifacts from obscuring individual performance
Reflective Analysis	What was learned about the capability?	Structured reflection on challenges, decisions, feedback, strengths and limitations	Supports metacognition and learning recognition
Validation	What independent evidence strengthens the claim?	Grades, rubric scores, supervisor comments, peer review, client feedback or performance outcomes	Reduces dependence on unsupported self-report
Transfer Statement	How can the capability be applied elsewhere?	Specific future academic, workplace, professional or community scenario	Makes portability of the skill explicit

4.3 Simulation and Portfolio Quality Metrics

Four portfolio designs were constructed for methodological comparison.

- The Artifact Archive stores evidence of completed work but contains limited structured interpretation.
- The Reflective Learning Portfolio adds detailed reflection concerning development, challenges, and learning.
- The Skills-Mapped Portfolio organizes evidence according to named transferable competencies and associates artifacts with those competencies.
- The Evidence-Mapped Transfer Portfolio integrates skill mapping with selected evidence, contribution statements, validation, reflection, and prospective transfer.
- A conceptual Transferable Skills Portfolio Index (TSPI) is proposed:
- $TSPI = 0.30E + 0.30T + 0.20R + 0.20D$

where:

E = evidence specificity T = transferable-skill visibility R = reflective depth D = audience or employer readability

The weighting is an author-developed methodological device and has not been empirically validated.



5. Analysis

5.1 Simulated Comparison of Portfolio Designs

Table 2: Simulated Performance of Alternative Learning Portfolio Designs

Portfolio Design	Evidence Specificity	Transferable-Skill Visibility	Employer Readability	Reflective Depth	Illustrative TSPI
Artifact Archive	46	38	42	35	40.6
Reflective Learning Portfolio	63	67	61	81	67.2
Skills-Mapped Portfolio	79	84	82	76	80.5
Evidence-Mapped Transfer Portfolio	92	94	93	91	92.7

Note: All values are author-generated simulated data. They are not measurements of actual students, portfolios, employers, or employment outcomes.

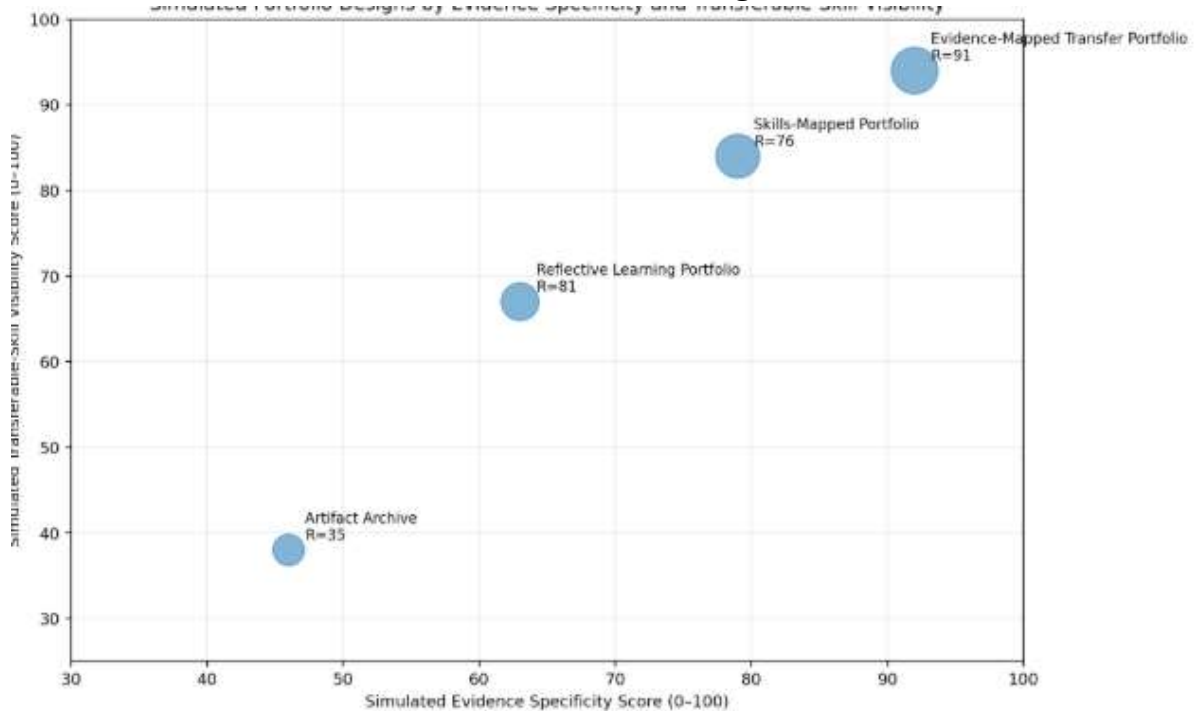
The Artifact Archive performs weakest because evidence exists without sufficient interpretation. Uploading a project report demonstrates that a project occurred, but it does not necessarily explain what skill the learner developed, which parts of the work belong to that learner, or whether the capability could be reproduced in another context.

The Reflective Learning Portfolio improves substantially because reflection makes learning visible. Its simulated reflective-depth score is especially strong. Evidence specificity remains comparatively moderate, however, because reflective writing can still become detached from verifiable artifacts.

The Skills-Mapped Portfolio produces stronger performance across evidence and transferability because students deliberately classify experiences according to capabilities. The limitation is that skill mapping can become a labeling exercise unless learners justify why the evidence actually demonstrates the selected skill. The Evidence-Mapped Transfer Portfolio achieves the strongest simulated profile because it requires an explicit reasoning chain from experience to evidence and then from evidence to future application.

5.2 Bubble-Chart Analysis of Portfolio Quality

Graph 1: Simulated Relationship Between Evidence Specificity and Transferable-Skill Visibility Across Portfolio Designs



Graph note: Horizontal position represents simulated evidence specificity, vertical position represents transferable-skill visibility, bubble size represents employer readability, and R denotes simulated reflective depth.

The bubble chart illustrates the progression from collecting work toward interpreting work. The Artifact Archive is positioned in the lower-left region because individual artifacts are insufficiently connected to transferable-skill claims.

The Reflective Learning Portfolio moves substantially upward because students explain learning more clearly, but the gap between reflective depth and evidence specificity remains visible.

The Skills-Mapped Portfolio moves further toward the upper-right quadrant because capability categories improve the interpretability of academic and experiential evidence.

The Evidence-Mapped Transfer Portfolio occupies the strongest position because it combines specific evidence with explicit transfer reasoning and high external readability. The chart therefore demonstrates that the strongest portfolio is not the portfolio containing the greatest number of artifacts. It is the portfolio creating the clearest evidence–skill–transfer relationship.

5.3 Longitudinal Portfolio Architecture

Portfolio construction should begin early in a degree rather than immediately before graduation. First-year students can learn to identify experiences and collect evidence, while later stages can progressively increase expectations for analysis, validation, selectivity, and transfer.



A developmental sequence can move from collection → reflection → skill mapping → evidence validation → transfer articulation → professional curation. This progression is consistent with research showing that reflective practice develops over time rather than appearing automatically after one reflective assignment.

Students should also maintain two conceptually different portfolio layers. The developmental portfolio can contain extensive reflection, drafts, feedback, unsuccessful attempts, and private learning notes. The showcase portfolio should contain only selected evidence appropriate to its audience.

This separation matters because learning requires openness about failure and uncertainty, while professional communication requires selectivity. Making every developmental reflection visible to employers could discourage genuine reflection. Portfolio systems should therefore support granular privacy and learner-controlled sharing.

6. Discussion

6.1 Transferable Skills Become Credible When Claims Are Anchored in Evidence

The central implication of the analysis is that transferable skills should not be treated as personality descriptors. Statements such as “excellent communicator,” “strong leader,” or “effective problem solver” provide little information unless a reader can examine the experience from which the claim arises. The evidence-mapped portfolio responds by requiring a clear relationship between skill and artifact. Authentic-assessment research supports this emphasis because real or realistically situated tasks generate stronger opportunities to demonstrate integrated capabilities than decontextualized recall activities.

Evidence nevertheless requires interpretation. A complex technical project might demonstrate analytical reasoning, teamwork, time management, written communication, and digital competence simultaneously. The portfolio should not leave the reader to infer all of these capabilities independently. The learner must identify which part of the artifact demonstrates which capability and explain the reasoning behind that interpretation.

Contribution statements are particularly important for collaborative evidence. Employers and educators may reasonably question what an individual actually contributed to a group project. A strong portfolio therefore identifies responsibilities and decisions without attempting to convert inherently collaborative achievement into an exaggerated claim of individual ownership.

Validation further strengthens the evidence chain. Supervisor feedback, assessment rubrics, peer evaluation, client comments, measured project outcomes, competition results, or external certificates can complement student reflection. No single form of evidence is universally superior; credibility comes from appropriate alignment among the skill claim, task, artifact, and validating evidence.

6.2 Reflection Converts Experience into Transferable Learning

A second implication is that experience alone does not guarantee transfer. Students frequently participate in projects, employment, volunteering, placements, or extracurricular activities without consciously identifying what transferable capability has developed. Structured reflective practice can make these connections more visible. Research on work-based programs shows that deeper reflective capability can emerge longitudinally, including stronger ability to reconstruct learning for future action.



Reflection should therefore avoid becoming a generic diary. Effective prompts should direct attention toward decisions, evidence, alternative actions, feedback, limitations, and future application. The question “What did you learn?” is too broad on its own.

A stronger transfer prompt might ask a student to identify which elements of their project-management approach would remain useful in a different context, which elements depended specifically on the original environment, and what adaptations would be required in a new setting. Such questions require students to distinguish a genuinely transferable principle from a context-specific routine.

This reasoning also protects against exaggerated transfer claims. Performing one presentation does not establish universal communication competence. A defensible portfolio acknowledges the limits of its own evidence and treats capability development as progressive.

6.3 Portfolio Design Must Balance Learning Depth with External Readability

A third implication concerns audience. Portfolios frequently fail because they attempt to serve every purpose through one undifferentiated interface. Deep reflective learning requires extensive detail; employer review usually requires speed and selectivity.

Mitchell and colleagues' employability-focused scoping review reinforces the importance of attending to employer expectations rather than designing portfolios solely from an educational perspective. Broader skills-signaling developments identified by the OECD similarly emphasize the usefulness of clear, explicit, interpretable skill information.

The appropriate solution is not to eliminate reflection from portfolios. Instead, institutions should design layered presentation. A concise professional page can show a small number of priority transferable skills with selected evidence, while deeper reflective records remain available to the student, educator, or authorized reviewer.

Learners should also be taught curation. A graduate applying for a research role may foreground analytical reasoning, research communication, collaboration, and data literacy. The same graduate applying for a project role may foreground stakeholder communication, organization, leadership, and problem solving. The underlying learning record remains stable, while its external presentation changes according to purpose.

7. Conclusion

Learning portfolios can strengthen transferable-skill development when they are designed as structured evidence systems rather than electronic storage spaces. Higher-education students accumulate valuable experiences across coursework, placements, research, employment, volunteering, extracurricular activity, and community engagement, but these experiences do not automatically become coherent demonstrations of capability. The portfolio's educational function is to help learners recognize the skills embedded within experience and establish a reasoned connection between activity, evidence, learning, and future application.

The Evidence-Mapped Transfer Portfolio proposed in this study addresses that requirement through seven connected elements: context, skill claim, artifact, contribution statement, reflection, validation, and transfer statement. The simulated analysis indicates that this model produces a stronger balance of evidence specificity, skill visibility, reflective depth, and external readability than artifact-



only, reflection-only, or simple skills-mapping approaches. These results are synthetic and require empirical validation, but they illustrate why portfolio quality should be evaluated by coherence rather than artifact volume.

The framework also positions reflection as a mechanism of transfer rather than a purely retrospective educational exercise. Students need opportunities to consider not only what they learned but how learning developed, which evidence supports their interpretation, what limitations remain, and under what conditions the capability can be used again. Longitudinal reflective research and contemporary work-based-learning scholarship suggest that such reflective sophistication develops progressively and therefore should be supported throughout a degree rather than introduced only during final-year employability preparation.

The broader conclusion is that a transferable skill becomes persuasive when a learner can convert experience into evidence and evidence into a defensible account of future capability. Universities should therefore integrate portfolios with authentic assessment, experiential learning, career education, academic advising, and program-level graduate attributes. Future empirical research should compare alternative portfolio designs using authentic student artifacts, independent competency ratings, employer navigation studies, longitudinal skill-development measures, graduate interviews, and recruitment experiments. Particular attention should be paid to student ownership, privacy, accessibility, platform portability, assessment workload, and the emerging problem of distinguishing genuinely student-produced evidence from AI-generated representation. A mature learning portfolio should ultimately allow graduates to demonstrate not merely what they have completed, but what they can do, how they know they can do it, and where that capability can travel next.

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