1. Welcome to 2023-24 EEC academic cycle including introductions of new members

2. Review of Remit for 2023-24
   Remit approved. (EEC/180923/001)

3. Approval of the minutes (May 4th, 2023)
   Minutes approved. (EEC/180923/002)

4. Matters Arising including review of Action Log
   No matters arising.
   Actions Ref. 28 and 29 spoken to by Tracey Innes and closed out.
   Outstanding action, Ref. 30, to be completed prior to end of the month.
   **Action:** Alisdair McKibben to create a live document with links to different employability professional development opportunities, dashboards etc. and share via TEAMS.

5. Update from Members
   A new standing item introduced this academic cycle gave all members of the committee an opportunity to update on “employability and/or entrepreneurship” activities that are being carried out within their School/area of business. All members present shared and those not in attendance submitted comments in written form.

6. Graduate Skills and Attributes
   John Barrow highlighted the need to review and potentially amend the current framework to include additional workload considerations. It was suggested that schools should share their thoughts on this matter, either during the meeting or by contacting the presenter directly. It was mentioned ongoing work related to embedding attributes and skills into the curriculum, including changes to the curriculum management system and course catalogue. Key milestones for curriculum-related changes were outlined. Changes included linking graduate attributes and skills to course learning outcomes. The annual course and program review process would incorporate a focus on attributes and skills. It was proposed to rework the course feedback forms into course reflection forms for students to reflect on their course experiences and link to skills development. Participants were encouraged to provide feedback on the proposed changes, especially regarding how the curriculum changes might impact schools. A detailed document with key milestones would be circulated for further feedback.
7. Work-based Learning
Tracey Innes reminded the committee of the draft paper regarding a five-year plan for Work Based Learning (WBL) that was shared at previous EEC meetings and has since been submitted for approval. From there, WBL initiatives have been in progress since around 2020, with various working groups and efforts aimed at upscaling WBL activities. Currently, there is a mapping exercise underway to identify and document all undergraduate and postgraduate taught WBL activities across schools. The gathered data will serve as a baseline to inform future steps and strategies for WBL.
Mention was made of the development of a placement policy, with GradConsult working on a draft policy, which will be reviewed by EEC.
Tracey gave updates on both The Wood Foundation Internship project and Ripen platform – both hailed as a success.
As we move away from Ripen, phase two involves partnering with GTI to develop an experiential learning platform, with input from the institution on platform functionality. A proposal was presented to merge the existing user group and a new task and finish group into one coordinated work stream. This approach aims to provide a comprehensive view of WBL initiatives, both digital and non-digital. Feedback and comments on the proposed approach and membership were welcomed, with the aim of finalising the group’s composition in the near future.

8. GO Report Action Plans
Verbal update from John Barrow regarding graduate outcomes, with an attached report. A Power BI dashboard was mentioned at the end of the paper, which provides detailed information about what students from different disciplines are doing after graduation. There’s a notable change in graduate outcome data compared to the previous year, with some mixed results. The data indicates variations between undergraduate and postgraduate students’ outcomes. Despite certain metrics dropping, there have been significant increases in undergraduate metrics, such as the second bullet point, which saw a substantial rise in rankings among higher education institutions. The discussion also touched on graduate reflections data, highlighting three main areas: being involved, on track with future plans, and utilising skills gained from their studies.
The survey data shows a mixed picture, with shifts in these areas over the past four years. It’s noted that the data tends to fluctuate, with some years showing more positive outcomes and others more negative ones. Deeper analysis of the data is expected to provide insights into the trends and reasons behind these fluctuations.

9. AOB
No other business raised.